



Sustainability Smarts

Best Practices for College Unions and Student Activities

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ABOUT THE AUTHOR

Elizabeth Stringer is associate editor at ACUI's Central Office. She was promoted to this position in September 2008 after working as editorial and design assistant since August 2006. Stringer has previously written several articles for *The Bulletin* as well as the *Union Wire*.

Before coming to ACUI, Stringer worked at the student activities desk in Indiana University's Memorial Union. This is where she received her first lessons in sustainability as the activities desk was home to Indiana University Outdoor Adventures. With her co-workers constantly discussing environmental issues, Stringer quickly learned that sustainability was an idea that everyone should embrace.

When Stringer first started working with ACUI, she didn't know much about college unions or student activities. But once she learned the role of the college union in higher education, Stringer immediately understood the importance of these professionals on college campuses. Through interviews, casual conversations at the annual conference, and research, Stringer began to discover about what issues members felt passionate—and one of the many was sustainability.

Stringer first had the idea to put together a sustainability publication in May 2008. The goal was to provide college union and student activities professionals a resource guide for going green, and this is the result.



ADMINISTRATION, FIN AND MANAGEMENT

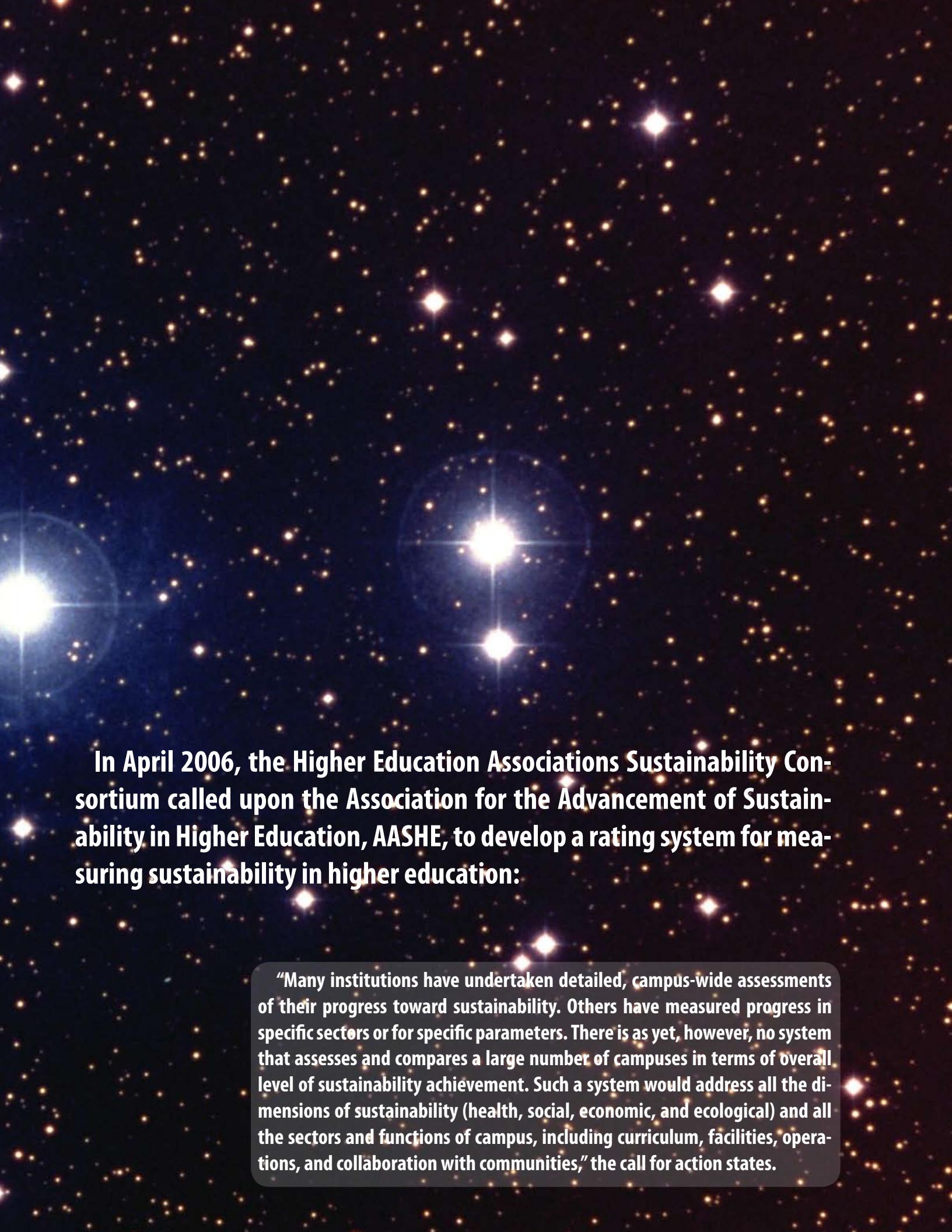
ANCE,



Colleges and universities around the world are enacting sustainable initiatives. Some are signing the American College and University President's Climate Commitment, while others are being recognized by STARS. Despite what level of dedication to sustainability an institution might have, it is important that the administration supports the idea.



Reach for the
STARS



In April 2006, the Higher Education Associations Sustainability Consortium called upon the Association for the Advancement of Sustainability in Higher Education, AASHE, to develop a rating system for measuring sustainability in higher education:

“Many institutions have undertaken detailed, campus-wide assessments of their progress toward sustainability. Others have measured progress in specific sectors or for specific parameters. There is as yet, however, no system that assesses and compares a large number of campuses in terms of overall level of sustainability achievement. Such a system would address all the dimensions of sustainability (health, social, economic, and ecological) and all the sectors and functions of campus, including curriculum, facilities, operations, and collaboration with communities,” the call for action states.

Founded in 2006, AASHE is a higher education association with more than 500 member campuses in the United States and Canada. “AASHE aims to advance the efforts of the entire campus sustainability community by uniting diverse initiatives and connecting practitioners to resources and professional development opportunities,” its website states.

Developing STARS

After the call to action, AASHE spent the next year gathering information from campus sustainability conferences.

“We wanted to create this system in response to feedback from our member institutions,” said Judy Walton, AASHE acting executive director. “There is currently no standard, comprehensive way to compare the sustainability performance of higher education institutions and to benchmark a single institution’s performance over time.”

According to Walton, the lack of a system results in campuses not being able to reap the benefits of a progressive sustainability program, such as marketing, recruitment, and fundraising.

“In addition, there is no central source for standardized information about what colleges and universities are doing to move toward sustainability. Access to such information can help institutions set meaningful sustainability goals and identify strategies for achieving those goals,” Walton said.

Additionally, AASHE worked with other higher education associations to gather feedback. ACUI served on the strategic advisory committee for the development of STARS. As such,

ACUI advised AASHE on all aspects of the rating system and the overall structure of STARS.

After much research, in September 2007, STARS (Sustainability, Tracking, Assessment, & Rating System) 0.4 was released. AASHE garnered feedback on the first release, and then worked to develop the improved STARS 0.5, released in April 2008. Feedback was accepted about this version of STARS until May 30, 2008. STARS 1.0 is expected to be released sometime in 2009.

“We’ve received feedback from over 50 reviewers,” Walton said. “Reviewers come from nearly every sector of higher education, including leaders of higher education associations, administrators of campus operations, faculty, student association leaders, business consultants on campus, and many more.”

According to the AASHE website, STARS is intended to:

- Provide a guide for advancing sustainability in all sectors of higher education, from education and research to operations and administration.
- Enable meaningful comparisons over time and across institutions by establishing a common standard of measurement for sustainability in higher education.
- Create incentives for continual improvement toward sustainability.
- Facilitate collaboration and information sharing about sustainability practices and performance.
- Recognize sustainability achievements for all institutions, including leaders and beginners.

- Build a stronger, more diverse campus sustainability community.

STARS 0.5

In its current form, STARS is broken down into three categories, all generally worth the same amount of points: Education and Research; Operations; and Administration and Finance. Within each category, an institution can earn credits—either Tier 1 or Tier 2. Tier 1 credits are the main components of the STARS system; each of these credits is worth one or more points and is based on sustainability outcomes; Tier 2 credits are worth less than one point each and recognize strategies that institutions can adopt to move forward.

Also, some credits within STARS are considered trend credits. “For trend credits, institutions will submit values for each of the previous three years. The online submittal form will then calculate whether or not the data constitutes a desirable trend,” AASHE’s website states.

Unlike other rating systems, STARS is a self-evaluation. Therefore, AASHE does not actually rate the institutions; rather, the institution takes it upon itself to apply for credits by providing the appropriate documentation—each credit requires proof that the sustainability practice is in place on the campus. For example, under the Education and Research category, Credit 1 is listed as “Student Sustainability Outreach Program.” For an institution to earn the one point for this particular credit, it must complete the online submission form that requests the

Higher education, with its mission to educate future generations for the betterment of society, is squarely at the forefront of addressing this challenge and seeking solutions. As microcosms of larger communities, campuses can serve as “living labs” to model sustainable practices.

program name, date program started, brief description, information on staff supervisor, copy of outreach, any other materials used, website address, and a statement of accuracy.

In addition to individual credit documentation, AASHE requires a letter from the institution's president or chancellor stating that all information submitted is correct.

When developing STARS, AASHE also considered that not all institutions are equal. Credits that are not applicable to an institution do not count against the final score. For instance, if a university does not provide catering services, then the questions geared toward catering services would not be reflected in the final score.

STARS also uses a per-capita system for several of its ratings as not to penalize campuses that have a large student population living on campus, since those residents will use more of the campuses resources, such as water, and generate more waste.

"It's quite a robust system and can be used for a comprehensive assessment of an institution's sustainability efforts whether or not the institution reports publicly," Walton said.

For the 0.5 version, AASHE had not yet designated the number of points needed to achieve various rating levels or what those levels may be; however, a system will be implemented for STARS 1.0.

Participation

Currently, AASHE hopes that institutional ratings will be good for three years and campuses can apply for a new rating annually.

"Campuses change very rapidly. STARS aims to spur continuous improvement in the area of sustainability. A rating more than three years old is likely not very accurate," Walton said.

Therefore, after the three-year period, a campus should either apply for a new rating or stop using it in promotional materials.

When applying for a rating, AASHE requires that the entire main campus is considered; additionally, institutions can

include information on other land holdings, facilities, or satellite campuses.

STARS will be available to all institutions, not just members of AASHE. However, the product is not free. While not yet determined, AASHE will charge a fee to "support the on-line reporting tool, STARS program staff, promotional collateral, and the general maintenance and further development of STARS," according to the website. And Walton said, "It is possible that member institutions will be given a discount."



STARS 1.0

As previously mentioned, STARS 1.0 is set for release in 2009, and AASHE is excited about its possibilities.

"Colleges and universities can use STARS to gain recognition for, and share information about, their sustainability accomplishments. STARS will also enable institutions to benchmark and track their progress over time and identify areas for improvement," Walton said.

While a rating system such as STARS is unique, it is not the only rating system available to campuses. However, Walton explains what makes STARS different:

"There are several things that set STARS apart from other campus sustainability rating systems:

- STARS has a transparent process for its ratings—it's clear to

everyone what an institution needs to do to achieve a high rating; all colleges and universities have equal opportunity to participate in STARS.

- STARS is being developed with widespread participation and input from higher education and sustainability communities.
- Most of the information that institutions submit to earn a STARS rating will be shared, thereby enabling greater opportunities for learning and collaboration.
- Consistent with the original and long-standing meaning of sustainability, STARS includes credits related to an institution's social, economic, and environmental performances—other systems tend to focus exclusively on environmental performance.
- STARS is a rating system not a ranking, which means institutions can earn the same rating and are not competing against each other for a ranking."

In the end, Walton explains that it is just about the desire to encourage sustainability on college campuses.

"Higher education, with its mission to educate future generations for the betterment of society, is squarely at the forefront of addressing this challenge and seeking solutions," she said. "There is tremendous opportunity for research and implementation in the midst of the climate crisis, and the college campus is the perfect environment for identifying these opportunities for creating a sustainable world. As microcosms of larger communities, campuses can serve as 'living labs' to model sustainable practices."

More information

Since the final version of STARS is not yet complete, changes may occur between the publication date of this article and the STARS 1.0 release. Please visit the AASHE website for complete and updated information about STARS:
<http://www.aashe.org/stars>.

Higher Education Opportunity Act addresses sustainability on college campuses

On Aug. 14, 2008, U.S. President George W. Bush signed the Higher Education Opportunity Act. Among other things, this bill included measures from the previously proposed Higher Education Sustainability Act.

"Higher education is a pretty big sector," said Jim Elder, director, Campaign for Environmental Literacy. "It is important to engage the higher education world in the sustainability movement because the way it goes, the country goes."



Section 881 of the Higher Education Opportunity Act authorizes the establishment of sustainability planning grants. The grants will be made to higher education institutions by the secretary of education, who will consult with the administrator of the Environmental Protection Agency.

"While sustainability is finding great traction on college campuses, there are very few funding options," Elder said. "There are a lot of good ideas out there that just need a small amount of money to happen, and colleges are struggling to find the money. But now, they will be able to embrace those ideas."

Other entities that may be awarded grants under this law include a non-profit consortium, association, alliance, or collaboration operating in partner-

ship with one or more institutions of higher education, according to the Higher Education Opportunity Act.

"One important aspect is the significant funding that is available to higher education associations and consortium," Elder said. "There are about 4,300 higher education institutions in the United States. There is not enough money for the government to provide a grant to each school. Through associations and consortium, you can get a big bang for your buck by making a difference at several schools for a small amount of money. It is designed to increase this type of activity."

To obtain grant money, institutions must submit an application to the secretary of education. The application must show that a plan, which must include an evaluation, has been determined; prove that the funds will be used

in conjunction with non-federal funds that have already been established to use toward such a project; those non-federal funds, or in-kind contributions, must equal 20 percent of the federal grant amount; and must work in cooperation with business, government, and nonprofit sectors to develop and implement the sustainability plan.

The application's programmatic area must fall under one of the following criteria for a higher education institution to be approved for the federal grant, according to the Higher Education Opportunity Act:

1. To develop and implement administrative and operations practices at an institution of higher education that test, model, and analyze principles of sustainability.

2. To establish multidisciplinary education, research, and outreach programs at a higher education institution that address the environmental, social, and economic dimensions of sustainability.
3. To support research and teaching initiatives that focus on multidisciplinary and integrated environmental, economic, and social elements.
4. To establish initiatives in the areas of energy management, greenhouse gas emissions reduction, green building, waste management, purchasing, toxics management, transportation, and other aspects of sustainability.
5. To support student, faculty, and staff work at an institution of higher education to implement, research, and evaluate sustainable practices.
6. To expand sustainability literacy on campus.
7. To integrate sustainability curricula in all programs of instruction, particularly in business, architecture, technology, manufacturing, engineering, and science programs.

In addition to the grants, Section 1120 of the Higher Education Opportunity Act establishes a Summit on Sustainability. By Sept. 30, 2010, the secretary of education, along with the administrator of the Environmental Protection Agency, must "convene a summit of higher education experts working in the area of sustainable operations and programs, representatives from agencies of the federal government, and business and industry leaders to focus on national distinction."

The efforts, according to the Higher Education Opportunity Act, must:

- Encourage faculty, staff, and students at institutions of higher

education to establish administrative and academic sustainability programs on campus.

- Enhance research by faculty and students at institutions of higher education in sustainability practices and innovations that assist and improve sustainability.
- Encourage institutions of higher education to work with community partners from the business, government, and nonprofit sectors to design and implement sustainability programs for application in the community and workplace.
- Identify opportunities for partnerships involving institutions of higher education and the federal government to expand sustainable operations and academic programs focused on environmental and economic sustainability.
- And charge the summit participants or steering committee to submit a set of recommendations for addressing sustainability through institutions of higher education.

“The establishment of the Summit on Sustainability is like a federal stamp of approval,” Elder said. “It will help bring attention to the topic that hadn’t been there before. It will provide greater networking opportunities on a national level.”

The Higher Education Opportunity Act provides a foundation for the future, Elder believes.

“Higher education has 100 percent of the student footprint, meaning it has a huge responsibility to make sure the education that the students receive will provide growth as they go on to leadership positions in society,” Elder said. “And that leadership needs to be sustainable leadership to lead us to the future of a green economy.”

Information for this article is from the following website:
<http://www.govtrack.us/congress/billtext.xpd?bill=h110-4137>.

College presidents make sustainability commitment

For an institution to make real strides toward a sustainable existence, the administration must be ready to take the challenge. One major step a president or chancellor can take to show institutional support is to sign the American Colleges and University Presidents’ Climate Commitment.

Starting in October 2006, three sustainability organizations—Second Nature, ecoAmerican, and the Association for the Advancement of Sustainability in Higher Education—joined forces to develop a commitment for higher education institutions. It was hoped that, as had been done in the past, colleges and universities could serve as an example and lead the way for the rest of the populous.

“Leading society in this effort fits squarely into the educational, research, and public service missions of higher education,” the President’s Climate Commitment website states.

A Leadership Circle comprised of college and university presidents from around the United States was developed to serve as the public face of the movement. These chosen leaders signed the document and dedicated themselves to encouraging others from the more than 4,000 institutions in the United States to sign as well.

In January 2007, the Leadership Circle announced the plan to the higher education community. According to The Call for Leadership, the organizations goal is to obtain 1,000 signatures by end of 2009. And as of December 2008, the goal was well within reach, with 605 institutions taking the commitment.

The commitment

The Presidents Climate Commitment calls for institutions to make specific changes to the campus culture. First, within two months of signing the document, the institutions must have a plan in place for implementation of all the commitment’s future requirements. Then, a comprehensive study of greenhouse gas emissions must be completed within a year to show improvement, or possible lack thereof, in the future; this step must be repeated every two years.

Within two years of signing, a plan must be in place for the institution to achieve carbon neutrality, that includes a target date for achieving the goal; interim goals; making climate neutrality part of curriculum; expanding research in this area; and developing a mechanism for tracking the institution’s progress.

While the overall plan is being created, the institution must take immediate action, such as establishing a green building code, adopting an energy-efficient appliance purchasing policy, providing access to public transportation, establishing a sustainability committee, and participating in waste management.

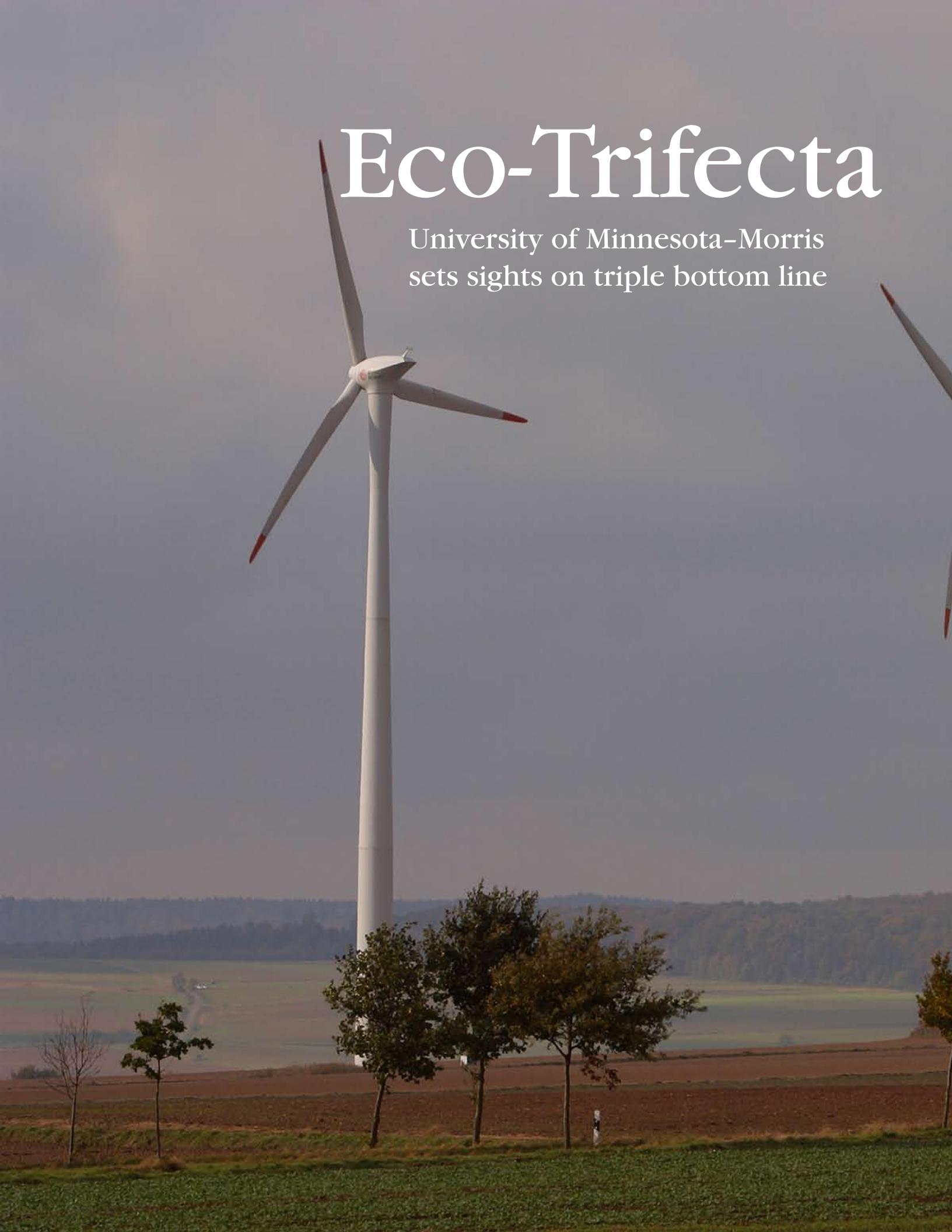
Finally, the commitment requires that documentation of action plans and progress reports must be provided to the Association for the Advancement of Sustainability in Higher Education, which will post them online for review.

More information

More information on the Presidents Climate Commitment and its signatories can be found at: <http://www.presidentsclimatecommitment.org>.

Eco-Trifecta

University of Minnesota-Morris
sets sights on triple bottom line





Since the first Earth Day in 1970, the University of Minnesota–Morris (UMM) has dedicated efforts to sustainability—not only ideas that improve the university's greenness, but also its social and fiscal responsibilities.

“The university is at the forefront of change,” said Troy Goodnough, sustainability coordinator, on the university website. “Our history is one of helping students reach their full potential as citizen leaders, and we’re striving to create physical and educational transformation that emphasizes fair treatment of all people, respect of natural resources, and financial stewardship.”

Through its work, the University of Minnesota–Morris is attempting to achieve a positive triple bottom line, which considers three aspects to achieve true sustainability: planet, people, and profit.

Planet

Like other universities, UMM is constantly implementing new green policies and practices on campus. In fact, the university has committed to achieving carbon neutrality by 2010. To meet this goal, since 2000, UMM has researched and invested in alternative energy sources.

"In the early 2000s, natural gas prices doubled, and it ate up a large part of the university's reserve," Goodnough said. "We started looking at the resources around the university and in our local community. We had lots of wind energy and the capability to create biomass. We started thinking about how we could use some of these resources effectively."

While many universities are investing in renewable energy credits, UMM wanted to allocate its money in a different way.

"It is easy to buy energy offset credits," said Dave Swenson, director of student activities. "But by doing that, you are pumping money into another part of the country instead of investing in the local economy. And you are

not really changing how your energy is being produced."

Even if it did desire to buy energy credits, UMM does not have the funding to do so, Swenson said. So, the university decided to look at how to create its own energy in a way that would support the local economy and be economically feasible as well.

"Energy is so important. It is a big part of sustainability," Goodnough said. "This is why we wanted to tackle it first. Lots of time, we take for granted that energy is all around us. And how we use this energy is part of the solution to the climate crisis."

As previously mentioned, wind is an energy resource often taken for granted; and on the UMM campus, wind is anything but scarce. The university broke ground for its first wind turbine on Nov. 10, 2004, and it was completed in time to be dedicated on Earth Day 2005. On March 7, 2005, the wind turbine officially started generating power for the university; today, wind energy supplies 60 percent of the university's electricity needs, according to the university's website.

When it was constructed, UMM's wind turbine was the first large-scale one to be placed on a university campus for research purposes. This research is conducted at the University of Minnesota's West Central Research and Outreach, located near the Morris campus.

After initially addressing energy needs with the wind turbine, UMM began to look into biomass. In 2005, the construction of a biomass gasification demonstration and research facility was approved; and the university broke ground on this project in 2007. The biomass facility was dedicated in October 2008.

"In addition to being a model for commercial application of biomass in heating and cooling systems, this facility would also enable the University of Minnesota to research to address important collection, processing, and storage issues, enable improved permitting, establish Best Management Practices to insure environmental sustainability of biomass systems, and provide valuable information on the economic impact of using biofuels on rural economies," the website states.

Biomass is a product of converting corn stover—corn stocks and other like materials—into a syngas, which is similar to natural gas, according to the website. The syngas is burned to produce clean energy to generate heat and cooling for the campus.

"We have a long-term agreement with local farms to provide us corn stover that would otherwise be burned off or left in the fields," Swenson said.

The plan is for the biomass to generate enough energy to support 80 percent of the university's heating and cooling needs, the website states.

"Most of our electricity will come from the wind as well as the biomass," Goodnough said.

Additionally, UMM contracted a company to retrofit the campus; "They helped us change things so that we could conserve every last bit of energy and squeeze out every last bit of energy," Goodnough said.



photo courtesy of Dave Swenson

But alternative energy production isn't the only way that UMM is attempting to alleviate its carbon footprint. Working with the food management company Sodexo, the university is able to offer more and more local food options. Currently, 5 percent of the university's food purchases are from within a 50 mile radius; and another 40–45 percent is from within the state (250-mile radius), Swenson said.

To promote its dedication to local food, the university has an annual "Pride of the Prairie" dinner. The event is sponsored by student affairs and MPIRG. The university's Sodexo Executive Chef Chris Serio creates a menu that highlights food from within 70 miles of campus. Students, staff, and faculty as well as community members and local farmers are invited to share in the feast.

"It is an opportunity to meet the people that produce the food," Swenson said. "Sodexo has been a great partner for us."

In conjunction with the meal, a farmer's market is held during the day, where local growers can sell apples, meats, cheese, vegetables, honey, jams, flowers, and more, states the website. Also, the Turtle Mountain Café, located in the Student Center, serves fresh French fries cut from locally grown potatoes, Swenson said.

Recycling is another large part of UMM's green efforts. According to the university website, waste disposal costs UMM \$1,014 per month before paying the \$187.55 per ton for a contractor to remove the waste. However, if an item is recycled, the university avoids incurring these costs and sending more waste to the landfill.

To promote recycling and reuse on campus, in 1985, the university's board of regents asked the administration to develop a policy; within a few years, a committee was formed, which outlined a plan to achieve maximum recycling and reuse on campus. To do so, according to its website, the university created a central area where recycled items could be sorted; purchased a used baler for cardboard and

Lots of time, we take for granted that energy is all around us. And how we use this energy is part of the solution to the climate crisis.

plastic; purchased a shredder for confidential materials along with a scale for tracking the materials' weight; and obtained a used shear from a sister campus for catalogs, phone books, and other bound materials.

Today, the university's recycling center accepts cardboard, plastic, aluminum, electronics, tin, glass, and paper.

People

While some may believe that social responsibility is not related to sustainability, Goodnough and Swenson are fully committed to the idea of social justice. And according to them, UMM has a history of this.

"The land the university is on used to be owned by Native Americans," Swenson said. "The condition of the sale required that as long as an institution of education was on the land, Native Americans would be allowed to attend for free."

Nearly 100 years later, the university still honors this agreement. Currently, 11 percent of the student population is Native American. According to Swenson, Morris is the most diverse campus in the University of Minnesota system.

To support the message of diversity appreciation, the campus hosts a Multicultural Student Leadership Retreat each year. "This program provides an atmosphere which encourages concentrated learning and deep discussions about human difference," the website states.

Additionally, the Multi-Ethnic Student Program, housed in the Multi-Ethnic Resource Center—the only building left from the original Native American school—works with student affairs and the rest of the campus community to address the specific needs of

minority students, according to the program's website.

"Diversity competence is very important," Goodnough said. "You can't have social justice without it."

Along with striving for social justice on the multicultural level, UMM is also making strides when it comes to social problems such as sweatshops.

"We have a very strong and dedicated group of students working on the sweatshop issue right now," Swenson said. "They are part of a larger movement within the entire University of Minnesota system."

According to Swenson, one of the group's greatest moments happened right on the UMM campus.

"My favorite tactic used was when the university system president was visiting our campus a year ago, they presented him with a cake in the shape of a T-shirt, which bore a slogan promoting their cause," he said, noting that the student activities department purchases sweatshop-free clothing for all its events.

The university is also working toward social justice within its own community. This effort includes the investment made in the local economy for energy resources and local food. UMM connects with the community through its Center for Small Towns.

"The Center for Small Towns is a community outreach program housed at the University of Minnesota–Morris and serves as a point-of-entry to the resources of the University of Minnesota. Small towns, local units of government, K-12 schools, nonprofit organizations, and other university units are able to utilize the center's resources as they work on rural issues or make contributions to rural society," states

I think our **sustainability mission** holds true to our foundation. We are offering a renewable, **sustainable education.**

the Center for Small Towns' website.

"The campus has become a hotbed for civic engagement," Goodnough said. "This can be seen through the work of the Center for Small Towns."

Some local initiatives with which the Center for Small Towns work include: a senior center, local foods co-operative, farm to school program, eco-friendly neighborhood demonstration, and water pollution research.

"We are expanding our assistance to small towns and helping them start green initiatives," Swenson said. "We are helping them look at what it would be like to be carbon neutral. We want to be a model for them."

Profit

The ideas that UMM implemented to be both environmentally and socially responsible will result in profit for the university. Money is saved by conserving energy, conserving water, recycling, and creating its own energy resources. Additionally, the university sees profit by supporting the local economy.

"Anyone who looks at what portion of their budget goes to utilities will realize that this can be significant, especially with our cold climate," Swenson said. "But we are choosing local farmers over natural gas from the oil indus-

try. We are giving back into the local economy. With our surroundings, we are finding economic and eco-friendly ways to achieve our goals."

The same idea applies to the investment in local foods as well as the betterment of the surrounding towns through the Center for Small Towns.

But the university does not just do all this for the savings it may earn.

"We have a lot of resources," Goodnough said. "We felt we had the opportunity to do something really unique and be a leader."

And the research being done is not just for the university's benefit either.

"We are asking a lot of new questions and putting a different light on already-asked questions," Goodnough said. "The university has a goal of doing research. This is a chance for us to do research on the alternative energy platform. It is chance to learn, make mistakes, and ask questions. This can help provide some answers. The university is a great place to answer these sorts of questions."

Union involvement

Through all the work done in the

name of sustainability on the UMM campus, the college union has become a laboratory of citizenship.

"I believe that it is truly our role to encourage students to explore these new concepts and try different things," he said.

One current project is a compost. At a café in the Student Center, students are testing different methods for composting.

"This has involved special buckets for organic waste in the cafe and not-so-attractive composter units outside the building, but we feel it is important to give them this opportunity and help them explore what might work best for us," Swenson said.

Goodnough believes student involvement through the union is a great way to get out the message.

"The students are involved," he said. "The union has become involved by bringing in speakers, movies, and other events to campus that promote the sustainability message and explain what we are trying to achieve on campus."

Additionally, used batteries, ink cartridges, and cell phones can be recycled at the union, and the staff is currently working with a local computer company to determine the best way to recycle electronic equipment, Swenson said.

Much like the local farmers, Sodexo, and the community, Goodnough enjoys having the union as a partner.

"Partnerships have been key to our success," he said. "We have to answer all of these questions, and we can't do it without them."

When it comes down to it, sustainability—from all angles—is rooted in UMM's history, Swenson believes.

"We were founded as a public, liberal arts college," he said. "I think our sustainability mission holds true to our foundation. We are offering a renewable, sustainable education. Sustainability fits well with the liberal arts education."

photo courtesy of Dave Swenson



A little green around the office

When people discuss greening the office, most don't mean adding plants. Greening the office is showing concern for the environment through everyday actions in the workplace.

At Oregon State University, a green office has been a priority for more than three years now. As Memorial Union Director Michael Henthorne explains, "green" is a way of life.

"It is mostly an Oregonian thing," he said. "Well, maybe a Northwestern thing. The environment means a great deal here."

With stringent state and university policies, Henthorne started looking at what he could do to make items around him a little more eco-friendly. First, he encouraged dining services to look into local purchasing.

"I challenged them to move a step up each time," Henthorne said. "For example, if they bought something from a national provider, find it from a regional and so on. We wanted to lessen our environmental footprint through purchases."

Next, Henthorne looked at purchasing changes for building and event services, imploring purchasers to look at all dimensions of a project—how it was shipped, packaged, assembled, where it was made.

But Henthorne was also concerned with practices around the office. According to him, initial changes were:

- The default on the printers is set to double-sided.
- A green recycling container is placed at every desk.
- Lighting used in offices is as efficient as possible.
- The heating and cooling systems are constantly managed.
- Motion sensors under each desk shut off unnecessary equipment when gone.

The simplest and most effective step was changing the default setting on the printer, Henthorne said: "If

people really looked at how much paper they bought each year, they would be shocked. The change on the printer was simple and a reminder that you value sustainability."

Deb Mott, guest services, agrees, adding that recycled paper is often shredded for the campus compost and outdated letterheads are bound to create notepads.

"Our mindset is based on being responsible stewards of the Memorial Union," Mott said. "Sustainability means being intentional about how we utilize our resources."

And the staff had to think a little differently when it came to altering how the building was heated and cooled. It was decided that being aware of weather cycles would enable the building services staff to adjust as necessary; according to Henthorne, to turn on the heat in October and leave it on until April is just wasteful with Oregon's climate.

"It wouldn't make sense for the heat to be on all day, forcing people to open a window and waste the energy," he said. "Rather, only leave the heat on for a few hours in the morning. The heating and cooling is a live system, and it needs to be managed, not just left to run all the time."

An uncommon change in the Memorial Union offices was the installation of the motion detectors; however, it is effective in ensuring energy is not wasted when no one is at the desk.

"When I get up, all my nonessential items turn off—lamp, fan, printer," Henthorne said.

IGNITE, a grassroots green network located in Indiana, has a few additional suggestions for greening the office on its website:

- Place monitor in sleep mode so that a screen saver is not constantly running.
- Unplug anything not in use on a regular basis.
- Remember to turn off the lights.

Additionally, IGNITE recommends that if something needs to be printed, then change the margins on printing documents. The default on most programs is 1.25"; if this were changed to .75", it would save almost 5 percent of paper used. Researchers at Penn State University recently found that doing this saved more than 72 acres of forest and \$120,000 per year, according to IGNITE's website.

But no matter what new policies are implemented, Henthorne says that tracking and assessment are a large part of the process.

"When you have a commitment to assess your progress, then you have goals," Henthorne said. "After our first year, we went back and could look at how many reams of paper we had saved among other things."

Three years later, the numbers don't lie; changes at the Memorial Union are working. In October, four cost centers—electricity, steam, water, and garbage—were compared between fiscal year 2006 and 2008 as well as between the Memorial Union and two other campus auxiliaries. The results?

Over the two years, the Memorial Union's electricity costs only rose 2 percent, while the two other auxiliaries rose 17 and 14 percent. Steam—a 4.5 percent rise compared to 12 percent—and garbage—a 14 percent decrease compared to a 5 percent increase and only 9 percent decrease—had similar outcomes. The one area that did not see much conservation for the union was water, which increased 10 percent. However, with this knowledge, Henthorne is now looking into different ways to conserve water usage, such as going trayless in dining services.

"As an organization, you have to discuss what you value. Along with valuing each other and the work space, we tend to value the place where we live and want to preserve it," Henthorne said. "And you can by introducing some changes at the office."

Green marks.



Sustainability Report Card hands out grades

With the ever-growing concern for the planet, Mark Orlowski was interested to see if colleges and universities were using endowment money toward sustainable purposes. To do so, Orlowski founded the Sustainable Endowments Institute in 2005.

“We saw a tremendous need to share information and best practices and encourage schools to take a look at their own sustainability policies. We want to provide benchmarking information for institutions and resources for others to get started,” Orlowski said.

Sustainability Report Card

The Sustainable Endowments Institute started publishing an annual Report Card in 2007 to compare and contrast the sustainability efforts of those institutions in the United States and Canada with the largest endowments. The Executive Summary of the 2007 report card states: “The College Sustainability Report Card is the only comparative evaluation of campus and endowment sustainability activities at colleges and universities in the United States and Canada. In contrast to the academic focus on sustainability in research and teaching, the Report Card examines colleges and universities, as institutions, through the lens of sustainability.”

The Report Card examines an institution in a variety of categories ranging from administration to food and recycling to shareholder engagement. In grading, each category is weighted equally to achieve the overall grade based on a 4.0 scale.

“The categories cover the spectrum of main sustainability issues outside of the classroom—we don’t look at academics. We go beyond just classic looks at sustainability on campus to look at the financial, the endowments. Are schools investing this money in energy initiatives?” Orlowski said.

Within each category is a set of indicators; it is these indicators that help the institute determine a grade of A to F for each of the categories. An institution’s final grade is an average of the grades

received in each category. The highest overall rated schools, those that received an A- or better cumulative grade, are distinguished as College Sustainability Leaders. However, as Orlowski notes, this feature did not allow for those institutions that did well in particular categories to be acknowledged.

So, additional honorary categories were developed. Campus Sustainability Leaders are those who received an A- or better in the categories relating to campus; Endowment Sustainability Leaders are those with an A- or better in the sections pertaining to the endowment.

Looking back at 2007 and 2008

The 2007 Sustainability Report Card found that many of the graded institutions were employing some green practices on campus; however, some of those institutions were unwilling to share information about how endowment money was spent, resulting in a lower overall grade. In 2007, only four schools received an overall grade of A- to be distinguished as College Sustainability Leaders: Dartmouth College, Harvard University, Stanford University, and Williams College. Twenty-six institutions scored an A- or better in the campus categories, receiving the name of Campus Sustainability Leader and, the first year, the Endowment Sustainability Leader category was left out because only one institution received an A- or better in those categories—Williams College.

The 2007 Report Card served as just a starting point for the Institute. Between 2007 and 2008, the Report Card did undergo some changes. In 2007, transportation was just one indicator listed under the climate change and energy category; however, Orlowski thought it needed to be separate.

“We felt that we were not able to devote enough time to

this, only one or two sentences in our whole explanation of the category. So this year, we decided to make it a separate category so that we could really reflect institutions’ current practices,” Orlowski said.

Also, the previous Report Card only had 26 indicators compared to the now 39.

A substantial change to the 2008 Report Card was the number of schools graded. The 2007 Sustainability Report Card looked at the top 100 endowed institutions, as Orlowski and his team “only wanted to take on as many schools as we thought we could handle,” he said.

After the Report Card was published, the institute received many requests from universities that wanted to be included. However, Orlowski did not just want to begin selecting schools on demand for the 2008 Sustainability Report Card. Rather, the Report Card was expanded systematically to include the next 100 institutions on the endowment list.

“It really gives a nice cross-section, from small, liberal arts colleges to large, state universities. We have schools in 44 U.S. states and four Canadian provinces,” Orlowski said.

Many improvements were made between 2007 and 2008. Most notably, 68 percent of institutions improved their overall grade from 2007;

Carleton College

Q. Why is sustainability important to Carleton College?

A. Sustainability is important to Carleton for many reasons. It is a crucial issue with which our students will be dealing throughout their adult lives. The college can be a thought leader and example for motivating opinion and action to address the impacts of global warming and to increase awareness of the importance of sustainability in the actions of all organizations and individuals.

-President Robert A. Oden Jr. and Vice President and Treasurer Fred Rogers

University of Pennsylvania

Q. Why does the institution support local farms?

A. The first reason is because our customers are demanding it! There are several very active environmental student groups working with Penn Dining Services, and with Armark, Penn's primary provider of meal services. Secondly, Penn's Dining Services are very aware of sustainability issues, and the role of locally-sourced foods in both reducing Penn's environmental impact and in maintaining a robust local market for the region's farms. Penn was the first major university campus to allow the use of dining cards at an on-campus farmer's market, to the delight of students and the local farmers from Pennsylvania's Lancaster County.

-Julie McWilliams, Assistant Director of Media Relations

Dickinson College

Q. Why did you decide to require all new construction meet LEED Silver standards?

A. For the long-term financial and health benefits associated with green building, Dickinson College decided to require that all new construction and major renovation projects meet at least LEED Silver to ensure that it is reducing its ecological footprint and educating students on how to do the same.

-Christine Dugan, Media Relations

and 13 of those progressed by a full letter grade or more.

Orlowski was pleased to see the improvement in grades and hopes the institutions are as well: "The grades are not about schools implementing practices to look better to us, but to benefit their own school. We are always excited to see a school improve because it means they are actually making strides. And I'm sure it sends a great message to the campus to know that someone outside of this school notices and realizes what you are doing. It is evidence of that."

Additionally, 40 percent of schools made long-term commitments to sustainability, such as signing the American College and University Presidents' Climate Commitment, one thing that no universities had done in 2007.

2009 Sustainability Report Card results

With the 2009 Sustainability Report Card, the institute increased the numbers once again, looking at the college and universities with the 300 largest endowments in the United States and Canada. According to the 2009 Executive Summary, this accounts for \$380 billion in endowment assets and more than 90 percent of all university endowments.

Another change made was the addition of a new category: student involvement.

For the 2009 Sustainability Report Card, 5 percent of schools had a cumulative grade of A- or better, up from just 3 percent the year before. Those institutions were:

- Brown University
- Carleton College
- Columbia University
- Dartmouth College
- Dickinson College
- Harvard University
- Middlebury College
- Oberlin College
- Stanford University
- University of British Columbia
- University of Colorado
- University of New Hampshire
- University of Pennsylvania

- University of Vermont
- University of Washington

Additionally, 43 institutions were deemed Campus Sustainability Leaders, up from 25 the year before, and 14 qualified as Endowment Sustainability Leaders, up from just three in 2008. And 33 institutions improved their overall grade by one full letter or more.

Notably, more than one-third of schools scored an overall grade of B- or better; the most common grade received was a C, with 44 percent of schools. Also, the overall grades were more positive than 2008, with only 17 percent receiving an overall D—down from 25 percent—and 1 percent received an F, down from 2 percent.

However, Orlowski still sees room for improvement.

"Those schools scoring lower grades barely have sustainability on the agenda. There are no resources allocated, whether it be money or staff. These schools are often reluctant to move forward or don't know how to start," he said.

Categorically speaking

The nine categories for the 2009 Report Card included administration; climate change and energy; food and recycling; green building; student involvement; transportation; endowment transparency; investment priorities; and shareholder engagement. The first six listed fall into the campus group, and the other three pertain to the endowment.

Administration

The Executive Summary states that the administration category "primarily addresses action regarding sustainability by colleges and universities at the administrative or trustee level." Of the 300 institutions, over 75 percent scored a C or higher, with 24 percent receiving an A.

The results in this category prove that administrations are beginning to recognize and address sustainability issues on campus. More than half of the institutions have a full-time sus-

tainability staffer and 23 percent have a sustainability office, reports the Executive Summary. Additionally, the majority of the schools have a sustainability website, have made a carbon neutral commitment, and make green purchasing a priority.

A notable stand out in the administration category was Stanford University, which has 13 full-time employees working in its Department of Sustainability and Energy Management.

Climate change and energy

This category focuses on conservation campaigns, energy-efficient technology, creating renewable energy, and conducting a carbon emissions inventory, according to the Executive Summary. Only 10 percent of institutions scored an A in this category, with the most common grade being a C (32 percent).

Results show that 52 percent of schools have made a carbon reduction commitment and 29 percent purchase renewable energy. A standout institution was Colby College, which has currently reduced carbon emissions by 23 percent, surpassing its goal of 9 percent, and also purchases 100 percent renewable power, reports the Executive Summary.

Food and recycling

A category in which most schools

Oberlin College

Q. What is the Ecolympics?

A. The Ecolympics is a four-week series of dorm vs. dorm competitions centered around environmental and energy outreach and education. Events include a dorm energy competition, waste reduction competitions, an eco-film series, volunteer day, and light bulb exchange among others. More information can be found online at <http://www.oberlin.edu/ecolympics>.

-Scott Wargo,
Media Relations Director

do well, 30 percent received A's in food and recycling; in fact, 85 percent of schools scored at least a C. This category looks at the policies and practices of dining service in relation to sustainability as well as recycling programs, states the Executive Summary.

Key findings in the category include that 82 percent of schools buy at least a portion of food from local sources, just over half of schools compost food, and 68 percent offer food to match different dietary needs.

Receiving an A in this category, Ball State University set a high standard as it purchases 30 percent of food from local sources, offers fair trade coffee and organic baked goods, and provides each first-year student with a reusable shopping bag.

Green building

The green building category concerns building policies, new construction, and incorporation of green design into retrofits, according to the Executive Summary. While almost 57 percent of schools have adopted a green building policy, only 17 percent received an A and 26 percent a B. Additionally, one in seven schools, or 14 percent, have at least one green roof on campus.

A leader in this category, the Executive Summary reports that the University of British Columbia has several green buildings on campus and all new construction is required to meet LEED Gold certification.

Student involvement

As previously stated, the student involvement category was a new addition in 2009 and "looks at student participation in sustainability initiatives and support for these activities by school administrators," states the Executive Summary.

This category saw an average grade of C+, with 16 percent of schools receiving an A. Nearly

University of Vermont

Q. What is the role of the sustainability staff at the university?

A. The Office of Sustainability aims to foster sustainable development and promote environmental responsibility at the University of Vermont by strategically bridging the academic activities of teaching, research, and outreach with the operations of the university.

-Director of the Office of Sustainability Gioia Thompson

all schools have a student group dedicated to sustainability on campus, while 65 percent offer paid sustainability opportunities for students and 27 percent introduced sustainability during orientation.

One institution that stands out is the University of Colorado. Not only does it employ more than 60 students at its Environmental Center, but also has an eco-leader in each residence hall.

Transportation

The final campus category, transportation, considers how campuses promote the use of alternative transportation, whether through policy, practice, or both. More than three-fourths of institutions received at least a C in this category, with 11 percent scoring an A.

The Executive Summary reports that 31 percent of schools have a bicycle-sharing program, 35 percent a car-sharing program, and reduced-fare passes for public transportation are offered at 50 percent of schools.

The University of Utah has made strides in this category, owning nine hybrid vehicles and providing free universal transit passes to all students, faculty, and staff, states the Executive Summary. Additionally, the campus has a student-directed bike program.

Middlebury College

Q. How has Middlebury helped the regional transit services?

A. The college helped underwrite the addition of a new bus line between Middlebury and Rutland (Vt.) to the south, a route along which many college employees live, so that they could get to and from work without using their own cars. We also provide support to the regional transit system to help with their operating costs and to maintain service along routes which many students and employees travel. Several years ago, graduating seniors raised enough money to help the regional transit service convert two of their buses to biofuel.

-Campus Sustainability Coordinator Jack Byrne

University of New Hampshire

Q. What is the biggest commitment the university has made toward sustainability?

A. Our great investment is in our students—providing them with academic programs, research opportunities, and learning experiences like internships or community discussions that engage them in thinking about and tackling the challenges we face in today's world. Our goal is to educate the next generation of citizens and professionals who will use the knowledge and experience they gain at UNH to advance sustainability in their careers, their communities, and their homes.

-Kim Billings,
University Spokesmen

Looking at endowments

When it comes to the endowment categories, the average grades lower. While all 300 institutions received at least a C and 37 percent an A in the investment priorities category, the average grade for endowment transparency was a D+ and shareholder engagement a D-.

Endowments are funds that are usually allocated for two purposes: growth of principal and generation of income. As previously mentioned, the 300 universities on the 2009 Report Card comprise more than \$380 billion in endowment money; and according to the Sustainable Endowments institute, 62 institutions' endowments are over \$1 billion and more than 347 institutions have an endowment of \$100 million.

The problem does not come with investment priorities, as previously discussed. In fact, 35 percent of institutions invest a portion of the endowment in renewable energy funds and 10 percent community development funds. However, it is the ambiguity of the endowment that is bothersome to the institute.

Out of the 300 institutions, 44 percent received F's in the Endowment Transparency category. According to the Sustainable Endowment Institute, most institutions keep investments confidential. Since investment of the endowment shows an institution's priorities and values, the Institute believes it is important to allow at least the campus community to have access to this information, if not the public.

In the other low-scoring endowment category, shareholder engagement, 56 percent of institutions received F's. "As investors, colleges have an opportunity to actively consider and vote on climate change and other sustainability-related shareholder resolutions," states the Executive Summary. This means that by holding stock in a company, the university, as a shareholder, can affect the company's policies or stance

on sustainability. With the shareholder engagement category, the institute believes it is important that the proxy voters—those who make shareholder decisions on the university's behalf—are informed when it comes to sustainability issues; it is important that the campus and the institution's shareholding voters have a connection so that votes on the institution's behalf can mirror its on-campus practices, Orlowski said. To achieve this, he suggests creating an advisory committee, which only 11 percent of the institutions currently have.

Unity

In the end, the Sustainable Endowment Institute is looking for institutions to have unity in the sustainability movement, not only implementing numerous policies on campus, but also investing money and engaging as shareholders in sustainable practices.

To reach this unity, Orlowski encourages motivating students to be a part of the solution.

"While lots of schools have environmental student groups, they are not always in a position to create policy. This is where the need for a stu-

Dartmouth College

Q. What are some things the college has done to conserve its energy by 5.5 percent in one year?

A. We asked people to be vigilant about energy and found that this message resonated with people. Dartmouth completed a study of its current buildings to identify ways to reduce energy. The Dartmouth board recently approved \$12.5 million to invest in our current buildings to make them more energy efficient. Through this investment, we hope to reduce our oil consumption and electrical consumption by 15–20 percent.

-President James Wright

dent advisory committee to shareholders or the board comes in. There needs to be more institutional structure where students can be active,” Orlowski said.

By creating structure, an institution can allow students to drive policy on campus and help influence the policy of the institution’s interests outside of campus. But all institutions are different and the method of achieving a true sustainability movement is different. Orlowski said he just hopes that the Report Card provides a positive reinforcement for those successful campuses and motivation for all others.

New website

In addition to updating the Report Card for 2009, the institute also revamped its website. Now, a user can search for a school, see past years results, and find out more information, such as size of endowment and full-time student enrollment. Schools can even be broken down by categories like Big Ten or Ivy League for comparison purposes. In addition, the website is constantly updated with news and articles about colleges and universities striving for sustainability.

More information

To learn more about the Sustainability Report Card or to see results from the 2009 or previous versions, visit www.greenreportcard.com.

A green read

Seven books that inform and encourage sustainable practices

Like the rest of the world, higher education must face the climate crisis and enact sustainable initiatives on campus. However, many institutions don’t know how to tackle the problem or just need more information on some of the possible solutions.

The following sustainability reading list will provide some answers to the many questions out there.

Advancing Sustainability in Higher Education

This book addresses how, specifically, colleges and universities can create sustainable programs on campus and provides a case for sustainability and indicators—economic, social, and educational—to help an institution know that it is advancing.

Energy and Climate Change: Creating a Sustainable Future

In this book, author David Coley provides all the latest information about energy and climate change. This is a good read for institutions that are still struggling to advance sustainably due to confusion on the subject.

Alternative Energy Resources: The Quest for Sustainable Energy

As oil prices increase, colleges and universities are searching for alternative energy resources. But what method is best—wind, solar, biomass? This book looks at the pros and cons of each alternative energy choice and may just help an institution decide which is best for its situation.

Investing in Renewable Energy: Making Money on Green Chip Stocks

For an institution not quite ready to start using alternative energy, investing in the creation of renewable energy is another idea. This book will help institutions

make choices about which renewable resources is best for investing and discover how it can actually make money off the investment.

Green Building & Remodeling For Dummies

A green build can be a big step for institutions. This book offers a step-by-step guide to not only understanding why green building is better, but also gives easy-to-understand information on how to go about the process.

Materials for Sustainable Sites

Interested in building with sustainable materials? This book introduces tools, techniques, and materials that will help achieve a green build. Additionally, environmental and human health impacts of different materials are discussed.

The Green Marketing Manifesto

As an institution or union improves in the area of sustainability, it may want to use it in marketing efforts to either draw students to events or increase overall enrollment. The “Green Marketing Manifesto” will help you turn green efforts into a marketing tool; it also includes tips on how to green the marketing operation as well.

Sustainable Practice for the Facilities Manager

Buildings use up a lot of resources. By looking at global policies and trends, this book will help facility managers, as well as administrators, decide how to get the most out of a building while using a minimal amount of resources.

Order information

If you are interested in ordering any of the aforementioned titles, please e-mail acui@acui.org or call 812.245.2284.

CAMPUS LIFE AND PROGRAM MANAGEMENT





ENT

From concerts and lectures to car and bike sharing, when it comes to campus life and program management, higher education institutions have sustainability covered.

A Concert(ed) Effort:

Tour brings sustainability message to campuses





As the sound pouring from speakers meets the crowd's united voice singing along with every word, it appears that the O.A.R. concert at the University of Arkansas is just like any other. But this one is different. This concert is providing students a message along with the music—the message of sustainability.

O.A.R. is the headline band of the Campus Consciousness Tour, founded by the nonprofit Reverb in 2006. "Half rock tour, half environmental campaign, the Campus Consciousness Tour aims to inspire and activate students in a fun and exciting atmosphere while leaving a positive impact on each community and college that the tour reaches," according to the Reverb website.

Reverb

In 2004, rock band Guster's guitarist/vocalist Adam Gardner and his wife Lauren Sullivan, an environmentalist, founded Reverb. "Deeply rooted within the music and environmental communities, Reverb educates and engages musicians and their fans to promote environmental sustainability," its website states.

Since its founding, Reverb has helped numerous artists "green" their tours; in fact, Reverb has worked with 63 tours to date, including Barenaked Ladies, John Mayer, Kelly Clarkson, Dave Matthews Band, The Fray, and Norah Jones.

"What these artists are doing is an applaudable thing," said Elliott May, Reverb's Campus Consciousness Tour coordinator. "They are using their celebrity to promote a message that they are really passionate about."

Reverb offers greening services to tours such as biodiesel for vehicles, recycling, eco-friendly merchandise, and green sponsorship. Additionally, Reverb always features an Eco-Village, where local environmental groups, volunteers, and members of Reverb share information about sustainability, register attendees for free prizes, sell eco-friendly merchandise, and teach about each band's causes and interests. The EcoVillage also is where fans can participate in offsetting the carbon emissions of the tour through their purchases; according to Reverb's website, more than 80 percent of a concert's carbon footprint comes from the fans' commute.

And all that work is paying off;

through the tours, Reverb reduced 52,278 tons of carbon dioxide, used 373,443 gallons of biodiesel, involved 1,662 environmental groups, and reached more than 7.2 million fans.

Campus Consciousness Tour

Reverb kicked off its first Campus Consciousness Tour in 2006, with Guster as the headliner. The band also did the tour in 2007, but decided to turn over the reins to someone else for 2008; and O.A.R. seemed like a natural fit.

"Besides being one of the most popular bands on college campuses, the guys in O.A.R. have been interested in supporting the environment on a scale like this for a while," Gardner said. "They started their own greening program, 'The Green Dream,' this past year, which involved setting up recycling at each venue the band played. There's also a bit of history between Reverb and the band—Reverb first worked with O.A.R. on their 2005 tour."

According to Gardner, the past two Campus Consciousness Tours were quite successful and achieved the following results:

- Reduced more than 800,000 pounds of carbon dioxide
- Visited 51 campuses across the United States
- Reached more than 200,000 students face to face



The 2008 tour started at Iowa State University and worked its way across 12 other campuses in November, including Georgia Southern University and the University of Arkansas. And at each stop, the tour provided more than just a concert for the campus community. Pre-concert activities included a town hall forum, featuring members of the band, Reverb, and campus sustainability groups.

"They spoke about national and worldwide initiatives for sustainability, taking personal responsibility for the environment, and campus sustainability efforts," said Jenny Butler, program coordinator, University of Arkansas. "The event was attended by students and staff members. The event also included questions and answers with the panel as well as a video of Reverb's efforts."

Those attending the town hall forum were eligible to win a variety of prizes, including a chance to watch the O.A.R. concert from the stage.

Additionally, at the University of Arkansas, a sound check party was held for those who had won spots from the local radio stations or by attending the



photos courtesy of Elliott May

town hall forum as well as volunteers. After the sound check, band members came out and met with attendees, Butler said.

Both prior to and during the concert, similar to an Eco-Village at other Reverb events, the Consciousness Pavilion provided information, freebies, and eco-friendly merchandise for concert attendees.

"It was a place where everyone at the concert could go learn more about all the environmental issues being discussed throughout the day and about the organizations represented," said Nigel Davis, university wellness program director, Georgia Southern University.

The Consciousness Pavilion was a popular spot when the tour hit the University of Arkansas.

"The Consciousness Pavilion was the most heavily attended informative event, and students were able to walk through and pick up pamphlets, sign up for e-mails, and pick up Clif Bars and Silk soy milk," Sloan said. "O.A.R band members also came out to help educate the students and meet them as they passed by. It was a great success."

Other sustainable aspects of the tour included a fan carbon offset program—helping Reverb to purchase renewable energy credits from NativeEnergy—using biodegradable and compostable catering products, promoting reusable water containers by having five-gallon water jugs instead of individual water bottles, using eco-friendly cleaners on bus, and promoting a recycling and waste reduction program.

"Our campus already has a very prominent recycling program on campus, but I think it is very important for students to see famous rockers, who live a hectic lifestyle, tell them that it is simple to recycle on the road, and they

should do a better job on campus," Sloan said. "Not only to recycle, but also reduce the amount of water they use and the amount of energy they use throughout the day as well. All of this, that students were able to learn at each of the events, helps promote a stronger sustainability message and strengthens the sustainability commitment that is already in place on our campus."

Davis agreed that the Campus Consciousness Tour supports the message that the campus is already promoting. For Georgia Southern University, the tour came at the end of the campus sustainability summit, sponsored by the College of Science and Technology, Davis said. Additionally, the university had sponsored a Living Green 30-Day Challenge.

"Students signed up for 10, 20, or 30 days of biking, walking, carpooling, or taking public transit to reduce carbon emissions. About 250 students signed up," Davis said. "The Campus Consciousness Tour was the culmination of all this programming."

An important message

With the help of 29 student groups, the November 2008 Campus Consciousness Tour successfully reached more than 45,000 people and reduced 569,000 pounds of carbon dioxide. But no matter what the tour does on campus, its main objective is to get out the sustainability message.

"If this tour communicates just one thing, it's that the smallest of actions add up to huge global impact," Garner said. "If each of us made a few



photo courtesy of Elliott May

changes in our lives, it would make a big difference. It's not 'all-or-nothing.' I've seen this in action, and it really works."

And the college campus is an ideal place to do this, May believes.

"The environmental movement by the students is the future," he said. "Being able to have the artists support, being able to be attached to this tour is a way to help them spread the word about what they are already doing on campus."

Davis couldn't agree more.

"It is important to bring this message to campuses because of the environmental and humanity issues involved," he said. "This is the future—environmental sustainability. Other countries are way ahead. We have a lot of catching up to do. And it starts with the young people."

More information

To learn more about Reverb or the Campus Consciousness Tour, visit: <http://www.reverbrock.org>.

This is the future—environmental sustainability. And it starts with the young people.

Campuses going green with bikes

The reasons to choose a bike over a car are endless—at least according to bicycleuniverse.info. The website states that using a bike is cheaper, provides exercise, and offers free parking as well as the eco-friendly aspect. It is for this final reason that colleges and universities have started to offer bicycle rental programs on campus.

The Association for the Advancement of Sustainability in Higher Education, on its website, lists 54 higher education institutions that offer such a service for free in the United States and another 16 that do charge a fee. Outside of the United States, eight free rental programs can be found in Canada and one in Colombia, according to the website.

Reggie Ride

Illinois State University launched its bike-sharing program, Reggie Ride, in August 2008.

“The goals are to cut traffic congestion and cramped parking on campus, reduce fuel costs for university vehicles, and promote fitness and an appreciation for the outdoors,” states *The Pantagraph*, a local newspaper.

The program makes 25 bicycles, painted red or white, available to the

campus community. The white bikes are for faculty and staff members to get around campus; red bikes may be checked out for 48 hours by students at the Bone Student Center, states the article. The service is free.

The bikes used for Reggie Ride are those abandoned by students at the end of each academic year; according to *The Pantagraph*, as many as 130 bikes go unclaimed on campus each year and would previously have been donated to a local shelter.

“There was a need to recycle the bikes we had, and it seemed the time was right to open this up to the campus community,” Mike O’Grady, director of fleet and ground operations, told the paper.

Green Bike Share

At the University of California-Berkeley, the Green Bike Share program is in its pilot stage after being launched at the beginning of this academic year. For \$15 per semester, students, faculty, and staff can check out a bike for up to 48 hours for around campus or local excursions.

The Green Bike Share was founded by two undergraduate students at the university, Justin Wiley—a conser-

vation and resource study major with a focus in sustainable development—and Marcelo Garzo—a comparative ethnic studies major.

“Improving student life at [the University of California—] Berkeley means developing programs that work to better the lives of diverse and multifaceted campus community. The Green Bike Share seeks to make the quality of student life better by giving students affordable, environmentally sustainable, and increased access to bicycles; a healthy, alternative form of transportation,” states the organization’s website (greenbikeshare.net).

Green Bike Share is partially funded by a \$10,000 grant from Big Ideas!, a university-based “marketplace” that allows alumni, corporations, and foundation friends to support undergraduate and graduate students that start entrepreneurial initiatives.

The initial bicycle fleet purchased with this money included 20 bikes. The organization plans to increase to 100 bicycles next year.

City Cycles

In 2004, City Cycles was founded at the University of Rochester.

“It was founded by university students with the vision of using access to bicycles as a method of facilitating outdoor recreation, personal mobility, civic participation, and sustainable transportation choices for the campus community,” said Melissa Schmidt, associate director, Wilson Commons Center.

City Cycles is free for undergraduate students and some staff members and enables users to borrow a bicycle for up to 24 hours.

“The bikes are used mostly for off-campus excursions like shopping at the Rochester Public Market or a leisurely ride on the Erie Canal bike path,” Schmidt said.



Its environmental impact is more significant because more customers are introduced to a carbon free, environmentally friendly lifestyle.

City Cycles has not been without its troubles though. At the start of the 2006-07 academic year, the program had to close down due to bicycle theft. However, Schmidt believes this gave students time to make it better.

"The reinvention of City Cycles ultimately led to long-term program visibility, enhanced customer satisfaction, and simplified administration," she said.

And the program has only grown since it re-opened. While 2005-06 only saw 73 customers, City Cycles had 482 customers in 2006-07 and over 685 in 2007-08—reflecting more than 15 percent of undergraduates.

"While City Cycles results in a slight direct reduction in vehicle emissions, its environmental impact is more significant because customers are introduced to a carbon free, environmentally friendly lifestyle," Schmidt said.

City Cycles was designated the Student-Driven Program of the Year at the 2008 ACUI annual conference in New Orleans.

Bicycle Kitchen

Smith College rents out bikes to students for \$15 per semester. And for those who cannot afford the rental fee, Bicycle Kitchen allows students to work off the price by putting in some hours at the campus bicycle repair shop. Bikes can also be rented for a weekend excursion for only \$5.

The Bicycle Kitchen is a student organization all about bikes that holds bike workshops, rents bikes to students, and promotes bikes all around!" its website states.

"The bicycle repair shop is a large part of Bicycle Kitchen's mission. Here, not only are the rented bikes repaired, but also, on Fridays, members

of the campus community can learn how to appropriately maintain a bicycle, according to the website.

The student organization is currently working with the administration to place bikes around campus for anyone to use at anytime for free. It is hoped the GreenBike program can be launched in the future.

Rec-Cycles

At the University of Massachusetts-Lowell bikes are available "to promote the development of healthy life styles and bicycling as an attractive and sustainable mode of transportation for the University of Massachusetts-Lowell community," the university's website states.

All full-time students and faculty members as well as staff members are able to take advantage of Rec-Cycles. The bikes are kept at the Campus Recreation Center, and when renting one, the user is provided a helmet and any other needed equipment.

According to the website, a bike must be returned during business hours the same day it is borrowed, or the user will be assessed a fee. The university maintains the bikes and ensures each one is tuned-up weekly. All bikes are mountain-style.

And for those who truly enjoy the biking experience, the university offers a cycling network, which allows "cycling enthusiasts to join together to train, organize group rides, and just have fun cycling," the website states.

But most of all, like the other bike-sharing programs, Rec-Cycles wants to "encourage an environmentally friendly commute between campuses as well as throughout the city," according to the website.

An alternative fuel

In an attempt to make the campus more sustainable, Stony Brook University is converting the campus bus system to vegetable oil.

In September 2008, the transportation and parking department started researching the topic.

"The bus needed to be converted in order to run off of used vegetable oil," said Jim O'Conner, director of transportation and parking. "Specifically, we had to add a secondary heated fuel tank, heated fuel lines, electrical lines and switches, an automation computer, and an additional heated fuel pump."

In December, one active bus was converted to use oil from a dining hall located in a residence hall on campus.

"Depending on our experience with the first bus, we may consider converting future buses as dependent on operations and our budget," O'Conner said.

If the program is expanded, vegetable oil from multiple cooking areas on campus could be converted to fuel.

The campus buses currently run on biodiesel, which is a clean burning fuel made from alternative sources, according to *The Statesman*, the university newspaper. But the use of vegetable oil would reduce carbon emissions by 75 percent.

Since the project is still in the test phase, the university has not seen any savings; but O'Conner anticipates that as the university has to buy less fuel to run the buses, it will be a considerable decrease.

"At this point, we are very excited as we move forward with projects that increase the university's sustainability," O'Conner said. "Our immediate intentions are to consider and evaluate additional alternative powered vehicles and buses, with goals to decrease our overall fuel consumption and carbon footprint."

Time Share

Campuses implement car-sharing programs

Greenhouse gas emissions are a major concern when it comes to global warming; and cars are the fastest growing source of greenhouse gases. The United States Environmental Protection Agency reports that one gallon of gasoline releases 19.4 pounds of carbon dioxide into the atmosphere; and the average car releases around 5.84 metric tons of carbon dioxide in just one year. The result is an average of 1.8 million metric tons of carbon dioxide emitted annually by all cars combined in the U.S., according to the EPA.

College campuses, with an eye on sustainability, are encouraging students, as well as faculty and staff, not to drive to campus but rather take public transportation or ride a bike. Yet concerns about the need to run errands, go out for lunch, or other necessities that may take people off campus has resulted in colleges looking into an alternative—car sharing.

Two car-sharing companies, I-GO and Zipcar, have ongoing partnerships with colleges and universities. Zipcar can be found around the United States, with large representation on the East Coast and in California. I-GO, on the other hand, is a nonprofit based out of Chicago, and currently only serves institutions in and around the city. However, both companies have a similar objective: “Providing reliable and convenient access to on-demand transportation, complementing other means of mobility,” according to Zipcar’s website.

And apparently the plan is working. From user research, I-GO reports that almost 50 percent of members sold their car after just

six months of participation; similarly, Zipcar reports that more than 40 percent of its customers either sold or decided not to purchase a car.

“We are helping people do their share to reduce their carbon footprint and emissions by taking one more car off the streets,” said Richard Kosmacher, I-GO business development manager. “We want you to bike a little more, walk a little more.”

How it works

Once the relationship is formed between one of the companies and an institution, cars are strategically placed around campus. At Emory University, Zipcar has seven cars—six hybrids and one Honda Element. I-GO has two cars on Northwestern University’s campus, both of which are hybrids as are all of I-GO’s cars.

With the cars in place, members of the campus community are able to apply for membership. Any 18-year-old student at a member campus may apply; faculty and staff members 21 years old and older are eligible as well.

If approved, the user receives a membership card and can access the online reservation system to reserve

the car. I-GO provides a \$50 discount on the first-year fee—making it \$25—to students at its six member campuses as well as to those at other partner institutions. Zipcar charges an annual fee of \$25. Both companies also charge an hourly rate to the user.

The membership card will unlock the car during the time frame the user has the car reserved by holding it up to a sensor on the windshield. The hourly fee and company membership for both I-GO and Zipcar includes gas, insurance, and guaranteed parking as well as roadside assistance.

Car sharing on campus

With limited space on an urban campus, car sharing offers an alternative. DePaul University, I-GO member since April 2008, realizes this.

“It is a good thing to do. We are always thinking of ways to manage parking and congestion as we are integrated in a dense, urban area. It helps to reduce the number of cars on the street,” said John Holden, director of media relations.

Brian Peters, director of university services at Northwestern University, is pleased with I-GO’s success on

his campus since the two became partners in April 2006. More than 300 students, staff, and faculty are I-GO members, and the two vehicles on campus average about six hours of use per day.

“It gives people who don’t have a car on campus a way to commute,” Peters said. “Also, it promotes not bringing a car to campus in the first place.”

At Emory University, offering the campus community accessibility to



easy transportation as well as the desire to promote sustainability initiated the relationship with Zipcar.

"Having on-campus access to an hourly-use vehicle during the workday makes carpooling, vanpooling, using public transit, biking, or walking a more palatable choice," said Alice Sloan, communications coordinator, transportation and parking services.

Zipcar enables transportation and parking services to promote and encourage alternative transportation. Currently, Emory supports a bicycle program, carpool program, shuttles, and a guaranteed ride home for those who do take alternative transportation in case of emergency.

"The goal is to reduce the number of cars on campus and discourage the single occupancy vehicle commute into the Emory area. To this end, we have developed several initiatives in support of alternative modes of transportation," Sloan said.

And whether it is a staff member using the car because they biked to work or a student reserving it because they live on campus with no car, the whole campus community at Emory is enjoying Zipcar.

"Reservations during the workday (7 a.m.–7 p.m.) are primarily staff and faculty using the cars for meetings, errands, lunch, and off-campus appointments," Sloan said. "After-hours reservations are generally made by students running errands, going shopping, out to dinner, or to the movies."

Even with falling gas prices, Emory members are still taking advantage of the Zipcar program.

"Emory folks are still joining and forming carpools and vanpools, registering for subsidized transit passes, and registering for biking and walking. And of course, they're still signing up for Zipcar. I average about six new applicants per week," Sloan said.

Teaching lessons

For a campus committed to sustainability, offering car sharing is one more way to make a statement that promotes its message.

"We wanted to stress the importance of not having just one person in a car," said Judy Mead, commute solutions coordinator at the University of California–San Diego.

A Zipcar partner, the university promotes car sharing through the six cars placed around the campus. More than 300 students, faculty, and staff have a Zipcar membership after just one year with the company.

And Kosmacher believes that other lessons, beyond sustainability, are taught to students by using a car sharing program.

"Students believe they should have a car because they want to go see parents or run an errand, but how often do they do that?" he said. "There is a cost to the convenience of having your own car. On average, a person spends \$25 a day on a car, even when not using it. But with [car sharing], you only pay when you use it. It is a way to reduce congestion, reduce emissions, and help people save money."

More information

For more information on the companies mentioned in this article, please visit their websites (<http://www.igocars.org>; <http://www.zipcar.com>).



photo courtesy of Richard Kosmacher

Finding a green car

Today, consumers are considering the fuel efficiency of cars when making purchasing decisions. So, what cars are the best when it comes to fuel economy?

Well, National Geographic's Green Guide did the research, and depending for which car type a consumer is the market, listed below are the best choices based on air pollution, greenhouse gas emissions, miles per gallon, and safety features.

Subcompact:

Toyota Yaris
Mini Cooper

Compact:

Honda Civic Hybrid
Toyota Corolla

Midsized car:

Toyota Prius
Nissan Altima Hybrid

Large car:

Honda Accord EX
Hyundai Sonata GLS

Small station wagon:

Honda Fit
Toyota Matrix
Pontiac Vibe

Midsized station wagon:

VW Passat Wagon
Kia Rondo

Minivan:

Mazda 5
Honda Odyssey

SUV:

Ford Escape Hybrid
Mazda Tribute Hybrid
Mercury Mariner Hybrid

Source: *National Geographic Green Guide*, Fall 2008

Discounted public transportation offers alternative

In Chicago, like many other large cities, it can be easier to use public transportation than deal with traffic and a lack parking options. So, the Chicago Transit Authority has a lot of business. On an average weekday, nearly 2 million rides are taken on the CTA, whether by rail or bus service, its website states.

Encouraging students to use public transportation addresses not only issues of parking and congestion, but also sustainability. In 1998, in an effort to stimulate use in this demographic, the CTA started partnering with colleges and universities around Chicago for the CTA U-Pass program, allowing students at participating schools to ride for one set price 24 hours a day, seven days a week.

"When it first started, we had 14 schools, with around 32,000 students," said Jeff Wilson, marketing project coordinator, CTA. "Today, there are 45 schools and more than 98,000 students."

CTA U-Pass "is the largest, most comprehensive program for students in North America," Wilson said.

U-Pass

To participate in the U-Pass program, an institution must sign a contract with the CTA that all full-time students will purchase a pass, regardless of ridership. To verify this, the CTA requires that all participating institutions be accredited and report enrollment figures to the Illinois Board of Higher Education, Wilson said. It is up to the school, however, to decide who counts as a full-time student.

"The university can choose the parameters it wants to implement, outside of full-time, degree-seeking student," said Eric Tammes, assistant vice president for student services, Roosevelt University.

While this specification does include all undergraduate, full-time students, it can be expanded to gradu-

ate and doctoral students as well. At Roosevelt, the U-Pass is given to students "across the board on our Chicago campus," Tammes said. Similarly, Loyola University-Chicago offers it to more than just undergraduates, extending U-Pass use to three of the graduate programs on campus, said Dixie Bennett, director of the Centennial Student Union.

Once the institution decides how many students fall under the "full-time, degree-seeking" umbrella, the CTA charges it \$0.70 per student, per day. The U-Pass is valid for one academic term; for a semester, that is around 116 days, Wilson said.

The institution then charges each student that is registered under the specifications provided to the CTA.

"It is a separate charge on their bursar bill, so they know that they are eligible and being charged for it," Tammes said.

The fee charged to students varies by institution, but falls in the \$85–\$88 range. The U-Pass price provides a large savings to those students who do use the CTA; a current 30-day transit pass costs \$75.

At Roosevelt University, since U-Pass requires an additional fee, the student body votes every five years on whether to renew the contract with CTA; the most recent vote passed with 81 percent approval.

After the university signs the contract, students are responsible for going to the CTA to obtain the U-Pass.

"The first time a student gets a U-Pass, they have to have their picture taken for the pass so that it is unique to them," Tammes said. "Following that, it is usually printed and waiting on them the next time."

The CTA tracks the passes, ensuring that only the appropriate student is using it; in fact, according to Tammes, if used improperly, the student's pass will not only be revoked, but also the student could face criminal charges.

And if a student switches from full-time to part-time status or withdrawals from the entire semester, they will no longer be able to use the pass.

Offering the U-Pass

Offering U-Pass, Wilson said, is about helping students and addressing the sustainability issue.

"It takes the student out of their cars and on to public transit," he said.

When Roosevelt first signed a contract with the CTA 10 years ago, the school was looking forward to the U-Pass for a variety of reasons.

"It was a cost-effective way for students to travel, and it encouraged the use of public transportation," Tammes said. "Also, we have no parking structure on campus, so it offered a convenient and helpful option."

But today, it has grown as a way to promote sustainability, too.

"The reasons we started to do it years ago was not for sustainability," Tammes said. "But now, it is a natural fit to encourage the idea of riding it to and from school, but also anytime as opposed to driving a car."

And it is an offering many students on both campuses enjoy.

"It provides our students with unlimited rides for the whole semester. It would otherwise be very expensive," Bennett said. "The vast majority of our students really enjoy it."

Tammes agrees.

"In our student body, there are a good number of students who live on campus or in the downtown area. They really need an affordable way to get around," he said. "For students who grew up in the area, using the CTA is no big deal; for those who didn't, it is a nice introduction to our public transportation."

More information

For more information on the CTA U-Pass program, please visit <http://www.transitchicago.com>.

Blog It Out:

Colleges use technology to connect with students about sustainability

As the issue of sustainability grows, the green champions on college campuses are looking for a way to get out their messages. And a new trend has appeared in the sustainable campus movement—blogging.

At the University of Texas-Arlington, the President's Sustainability Committee decided to create a blog in 2007, with the catch phrase "Mavericks go green," as a way of publicizing campus and other local events, developments, and concerns that addressed sustainability.

"Quite a few students have said they find it useful as a means to stay abreast of campus sustainability," said Jeff Howard, School of Urban and Public Affairs assistant professor and co-chair of the committee.

Members of the President's Sustainability Committee primarily post on the blog; however, access is also granted to others in the campus community as requested. Posts range in topic from assessment to dining services to waste reduction. Additionally, posts are made to announce activities and inform users when a new sustainability-themed course is introduced to the college curriculum.

"It is a convenient tool for attracting the attention of people who are interested in the subject matter," Howard said. "It also provides a flexible framework for disseminating information and engaging discussion."

And that is exactly the reason behind the sustainability blog at the University of New Hampshire, called Discover(ing) Sustainability. Launched in April 2008, the University Office of Sustainability staff was looking for another means of communicating with the campus community about this topic.

"We have a website, a newsletter, and even an online interactive map

that shows the progress of sustainability projects, but something still seemed to be missing," said Sara Cleaves, associate director, Office of Sustainability.

The staff desired a format to get out information that was easier to read than trying to take in a whole website and could be easily updated on a daily basis. A few months into the project, Cleaves is pleased.

"The blog is pretty easy to maintain," she said. "We just make sure to update it at least a few times a week with posts that are no longer than two to three paragraphs."

The five staff members in the Offices of Sustainability are the most frequent posters, although posts are made on the behalf of others in the campus community if desired.

One aspect of the blog that Cleaves appreciates is the personal touches that can be added to posts—something that usually does not come across on a website. One example was in August when, during the Eat Local New Hampshire month, Office of Sustainability staffers blogged each day about their progress and what local foods they were eating. This is just one of the personal experiences shared through the university's sustainability blog each day.

Oregon State University Sustainability Coordinator Brandon Trelstad agrees that blogs can offer good information with less formality.

"The goal of the blog is to have a less formal, less technical conversation space where anyone can talk about sustainability related issues—works in progress, temporary stuff, ideas, suggestions, anything," he said.

Ecologue, Oregon State's blog, was started only a few months ago.

"After several months of careful consideration (OK, really delays be-

cause of other projects), the OSU Sustainability Office, with much-appreciated help from Web Communications, has launched Ecologue, a place for conversation about sustainability at Oregon State University," wrote Trelstad in the initial post. "Coupled with the OSU sustainability website's recent growth, it seemed like a good time to take the plunge and do some less technical writing."

Thus far, the blog has been used to promote the first annual Oregon University System Sustainability Conference and announce university's receipt of national recognition in the area sustainability—the Green Power Leadership Award.

While the blog is not enabled with a hit counter to check usage, it will continue to be another resource for the Office of Sustainability and the campus community.

"We'll keep it around because there are people who are interested and want it. We are also working on a sustainability wiki that will be student-run and also appear on the sustainability website soon," Trelstad said.

But blogs offer more opportunities to universities and sustainability offices than just another way to interact with the campus. Cleaves believes a blog can lead to relationship building across campus and helps imbed the culture of sustainability into the campus.

"I would suggest that those thinking of starting blogs consider all the intangible benefits," she said. "You have to make it part of a bigger communication plan to make it work."

If done thoughtfully, a simple blog can make a big difference.

"I think a blog can help to inspire the campus, state, and region to have greater and larger impacts when it comes to sustainability," Cleaves said.



Make it a (green) movie night

Movies are a great avenue for getting out the sustainability message on campus. Students can learn and be entertained at the same time.

But what movies should you show? ACUI offers the following—a list of 30 movies that cover sustainability from a variety of angles.

Now, go get the popcorn and enjoy!

1) **Blue Vinyl (2002)**

Motivated by her parents' decision to replace their rotting wood with vinyl siding, Peabody Award-winner Judith Helfand and co-director and award-winning cinematographer Daniel B. Gold set on a worldwide journey to unearth the truth about polyvinyl chloride, or PVC, America's most popular plastic.

A humorous and horrifying film, "Blue Vinyl" puts a human face on the danger posed by PVC from factory to incinerator. The film won the Cinematography Award at the 2002 Sundance Film Festival.

2) **The Next Industrial Revolution (2001)**

With a positive outlook on the future, "The Next Industrial Revolution" brings to life architect William McDonough and chemist Michael Braungart's idea of eco-efficiency. The two men work with companies such as Nike and Ford to redesign buildings, processes, and products in accordance with the rules of nature.

Exploring McDonough and Braungart's work in both Europe and the United States, the film details how businesses are renovating to work with nature and enhance profitability. "The Next Industrial Revolution" has won several awards, including The Chris

Award from the Columbus International Film and Video Festival.

3) **The Future of Food (2004)**

As genetically engineered foods fill the shelves of grocery stores, filmmaker Deborah Koons Garcia takes the food revolution head-on. "The Future of Food" reveals the truth about the new type of food that is showing up on dinner tables.

The film gives the farmers from Canada to Mexico, who are affected negatively by the new process, a chance to speak out. "The Future of Food" explores the political and market forces and corporate takeover of the food industry that is resulting in this altered food.

4) **An Inconvenient Truth (2006)**

"An Inconvenient Truth" is a film dedicated to showing the truth about global warming. After 2005, the worst storm season experienced in America, the film details the facts of the phenomenon and tells of how everyone must work to change or the earth will go into a period of extreme weather, with floods, drought, and killer heat waves causing epic destruction.

Featuring Al Gore, "An Inconvenient Truth" breaks down the scientific logic in an eye-opening and entertaining fashion.

5) **The Corporation (2003)**

The most prevailing institution of time, a corporation has been legally defined as a person since the mid-1800s. Now, writer Joel Bakan and his team have set out to find out what type of person a corporation is.

"The Corporation" is an amusing and informative film filled with news

clips, advertising, corporate propaganda, and 40 interviews with corporate insiders and critics. The film is the winner of 25 international awards, including Best Documentary Genie Award.

6) The End of Suburbia (2004)

For many, the American Dream was realized with the creation of suburbia. Over the past 50 years, the suburban life has been embedded into American consciousness. However, as serious questions about the earth and environment arise, the future of suburbia is questioned.

“The End of Suburbia” explores the suburban American Dream and its future as the planet embarks on the inevitable era of depleted fossil fuels. Made by writer/director Gregory Greene and producer/editor Barry Silverthorn, “The End of Suburbia” was awarded the Bronze World Medal from New York Festivals.

7) Affluenza (1997)

Filmmakers John de Graaf and Vivia Boe have defined a new social disease that has negative impacts on families, communities, and the environment. The disease is caused by consumerism, commercialism, and materialism that cause people to want more stuff, but have less time, resulting in the deterioration of lifestyle.

With personal narrative, historians, and film clips, “Affluenza” explores the dramatic change from a thrifty to extreme consumer society. The film has won several awards, including Best Documentary at the National Wilbur Awards.

8) Escape From Affluenza (1998)

A sequel to “Affluenza,” filmmakers John de Graaf and Vivia Boe are out to convince Americans to free themselves from the life of ultraconsumerism. Both thought-provoking and humorous, the film shows people how to consume less and simplify their lives.

Offering real life accounts of those who have already rediscovered living, “Escape from Affluenza” was awarded Honorable Mention from the Co-

lumbus International Film and Video Festival.

9) Kilowatt Ours (2005)

Dedicated to finding an answer to America’s energy problems, filmmaker Jeff Barrie travels across the United States from coal mines to solar panel fields. Through the film, Barrie shows how to save hundreds on energy bills and how companies can provide an immense relief to the environment by becoming Net Zero buildings.

“Kilowatt Ours” was an Official Selection for both the Freedom Cinema Festival and the Activist Film Festival.

10) Baraka (1992)

“Baraka” relies on pictures as opposed to words to show the destruction going on around the world. The film begins with scenes of nature—volcanoes, waterfalls, forests—and people—monks praying, whole villages dancing—at work. Then, the scenes of life turn to scenes of destruction through logging, poverty, and war. Without words, director Ron Fricke hopes to show his version of the world.

11) The Power of One (1992)

Based on the novel by the same name, “The Power of One” is the story of a white boy who grows up in South Africa, where he witnesses the horrible treatment of Africans. From his childhood experiences, the boy obtains a passion for changing the world.

From director John Avildsen, “The Power of One” stars Stephen Dorff and Morgan Freeman.

12) Supersize Me (2004)

Committed to showing his audience first-hand the results to living on a fast food-only diet, filmmaker Morgan Spurlock lived on a McDonald’s-only diet for a month. “Supersize Me” documents Spurlock from Day 1 of his new diet.

“Supersize Me” offers insight into the negative effects of fast food as well as school lunches, the decline of health and psychical education classes,

food addictions, and unhealthy dieting. The film has won more than 20 awards, including Best Director from the Sundance Film Festival.

13) Earth on the Edge: Bill Moyer’s Report (2001)

“Earth on the Edge” is a PBS documentary about an international group of 70 scientists, who, in 1999, analyzed the five ecosystems—freshwater, agricultural, forests, grasslands, and costal—on which all life most greatly depends.

In this documentary, the scientists reveal their findings, along with stories of individuals who are dedicated to restore the health of the world.

14) Dam/Age (2002)

BullFrog films documents the story of writer Arundhati Roy and her fight against the Narmada dam project in India, which will displace up to a million people. Famous for her book “The God of Small Things,” Roy used her fame to start a campaign against the dam and its corporate and government supporters.

From the start of her fight to her imprisonment, “Dam/Age” not only allows Roy to stand up against the dam, but also mediate on the consequences of development and globalization and the immediate need for state accountability and freedom of speech.

15) Wetback (2005)

While most all Americans are conscious of the growing number of migrant workers and illegal immigrants, not many really understand why these Central and South Americans take the risk of coming to America. In “Wetback,” filmmakers Arturo Perez and Heather Haynes provide an exclusive look into why people risk their lives everyday just to cross the border.

Told from the immigrants’ point of view, “Wetback” covers their journey to America. The film has won

four awards, including Winner of the Spectrum Award at the Full Frame Documentary Film Festival.

16. **Erin Brockovich (2000)**

A major Hollywood motion picture featuring award-winning actress Julia Roberts, “Erin Brockovich” tells the true story of a small town rallying against a corporation that polluted the local water source causing many medical hardships.

Roberts won the Academy Award for Best Actress in a Leading role for her portrayal of Brockovich. The movie was honored with another 26 awards from a variety of sources.

17. **Winged Migration (2001)**

In “Winged Migration,” filmmaker Jacques Perrin follows in the migration of more than 12 bird species over a four-year period; the film captures footage from 40 countries and all seven continents.

“Winged Migration” was nominated for best documentary 2003 and received several other awards.

18. **The China Syndrome (1979)**

Starring Jane Fonda and Jack Lemmon, “The China Syndrome” is a fictional story about a reporter that uncovers safety hazards at a nuclear power plant.

This film was nominated for four Oscars, including best actor and best actress as well as best writing.

19. **Silkwood (1983)**

“Silkwood” is the true story of Karen Silkwood, a worker at a plutonium processing plant, who died in a one-car accident on her way to a meeting with the *New York Times* about negligence at the plant.

That was in 1974 and mystery still surrounds her death. Meryl Streep, who played Silkwood, was nominated for an Academy Award.

20. **A Civil Action (1998)**

A true-life story, “A Civil Action” follows the story of a law firm’s jour-

ney to take down a corporation that was dumping toxic waste, resulting in the deaths of local children.

John Travolta and Robert Duvall star in this drama; Duvall was nominated for an Academy Award.

21. **Gorillas in the Mist: The Story of Dian Fossey (1988)**

Based on the life of Dian Fossey, “Gorillas in the Mist” chronicles a woman who studied and passionately protected mountain gorillas in Rwanda until her mysterious death.

Sigourney Weaver stars as Fossey and was nominated for an Academy Award for her portrayal.

22. **The Day After Tomorrow (2004)**

A climatologically disaster movie, “The Day After Tomorrow” takes science-based realities about global warming and looks at how the world might be if the ecosystem were completely ruined.

The film received the BAFTA award for Best Achievement in Special Visual Effects and several other nominations.

23. **Chinatown (1974)**

Winner for Best Original Screenplay at the 1975 Academy Awards, “Chinatown’s” plot looks at dams, droughts, agriculture, and Los Angeles’s water supply.

“Chinatown” won an Academy Award for Best Writing and was nominated in 10 other categories.

24. **Hoot (2006)**

Based on the novel, “Hoot” details the lives of three children fighting to save an endangered species of owl from politicians and land developers.

Logan Lerman, who plays the leading male role, received a Young Artist Award for Best Performance in a Feature Film.

25. **Happy Feet (2006)**

Happy Feet, while an animated kids movie featuring lovable penguins, delivers an environmental message: hu-

man activity is altering the food chain.

“Happy Feet” was honored with the Best Animated Feature Film Academy Award.

26. **Who Killed the Electric Car? (2006)**

A partial documentary, “Who Killed the Electric Car?” outlines the short life of the electric car in the United States.

The film is narrated by Martin Sheen and was nominated by the Writer’s Guide of America for Best Documentary Screenplay.

27. **Fire Down Below (1997)**

Fire Down Below, deemed an action movie, chronicles the relationship between corporate polluters and small townsfolk and a federal agent’s journey to uncover the truth.

Steven Seagal plays the environmental protection agent Jack Taggart.

28. **Safe (1995)**

Carol White, California housewife, seems to have it all; but she feels as if something is wrong. In this thriller, written and director by Todd Haynes, White comes to believe she is “environmentally ill.”

While is played by award-winning actress Julianne Moore. “Safe” won a Boston Society of Film Critics award for Best Cinematography.

29. **Syriana (2005)**

A political thriller, “Syriana” explores the oil industry the actions of those who control it.

George Clooney won the Academy Award for Best Actor in a Supporting Role; the film was also nominated for best writing.

30. **Soylent Green (1973)**

“Soylent Green” is a futuristic drama about a New York police detective who stumbles upon the truth behind soylent green, a new food product that consumers crave.

This film received three awards, including Grand Prize at the Avoriaz Fantastic Film Festival.

Campus tour promotes end to global warming

In April 2007, environmental activists Laurie David and Sheryl Crow joined efforts for the Stop Global Warming Campus Tour.

The tour kicked off at Southern Methodist University, then traveled to other campuses on a biodiesel bus, leading to the finale—an Earth Day (April 22) concert at George Washington University.

“History proves that college students have the ability to be the driving force in large-scale social change and now—more than ever—is the time for students across the country to become global warming activists,” said David, founder of stopglobalwarming.org, in a press release.

On April 11, the tour stopped at Louisiana State University.

“The program went very well,” said Avery Smith, LSU assistant director, programs. “Sheryl Crow opened the event with a song and brought in a speaker, Laurie David, who gave a lecture on the affects of global warming.”

Around 700 students attended the event. Crow shared her concerns about the environment after David,

and then concluded the evening by singing a few more songs. After the concert, General Electric handed out compact fluorescent light bulbs; “everyone seemed thrilled to get them,” Smith said.

And while he believes that students appreciated the experience, Smith knows that it made an impact on him.

“As a result of the show, I began my transition to green living,” he said. “If the show motivated me to change, then I believe that its purpose is being fulfilled, which is to inform people of the problem and to encourage them to do something about it.”

After the visit to Louisiana State, the tour headed over to Loyola University on April 12.

“We had a press conference on the campus to generate interest for the show,” said Hollie Chessman, associate director of student activities. “Sheryl Crow and Laurie David came over and spoke about the event, and a company passed out free compact fluorescent light bulbs.”

Since all on-campus venues were booked for the night of the tour, a

Loyola alumnus donated his nightclub to be used for the evening. Around 600 attended the event.

“The venue was full with students,” Chessman said. “It ended up being standing room only, and the house was full.”

And while the message of the tour was serious, Crow and David were able to effectively deliver it, Chessman believes.

“They were able to deliver in a way that was not preaching in nature, but more educational,” she said. “They talked about things that we can do to help the environment by turning off computers instead of allowed them to ‘sleep,’ changing our light bulbs to the compact fluorescents, unplugging our phone chargers when they aren’t charging, and so on. The message was simple: By reducing our energy consumption, we can eliminate further damage to the Earth.”

More information

For more information about the tour or global warming, visit:
<http://www.stopglobalwarming.org>.

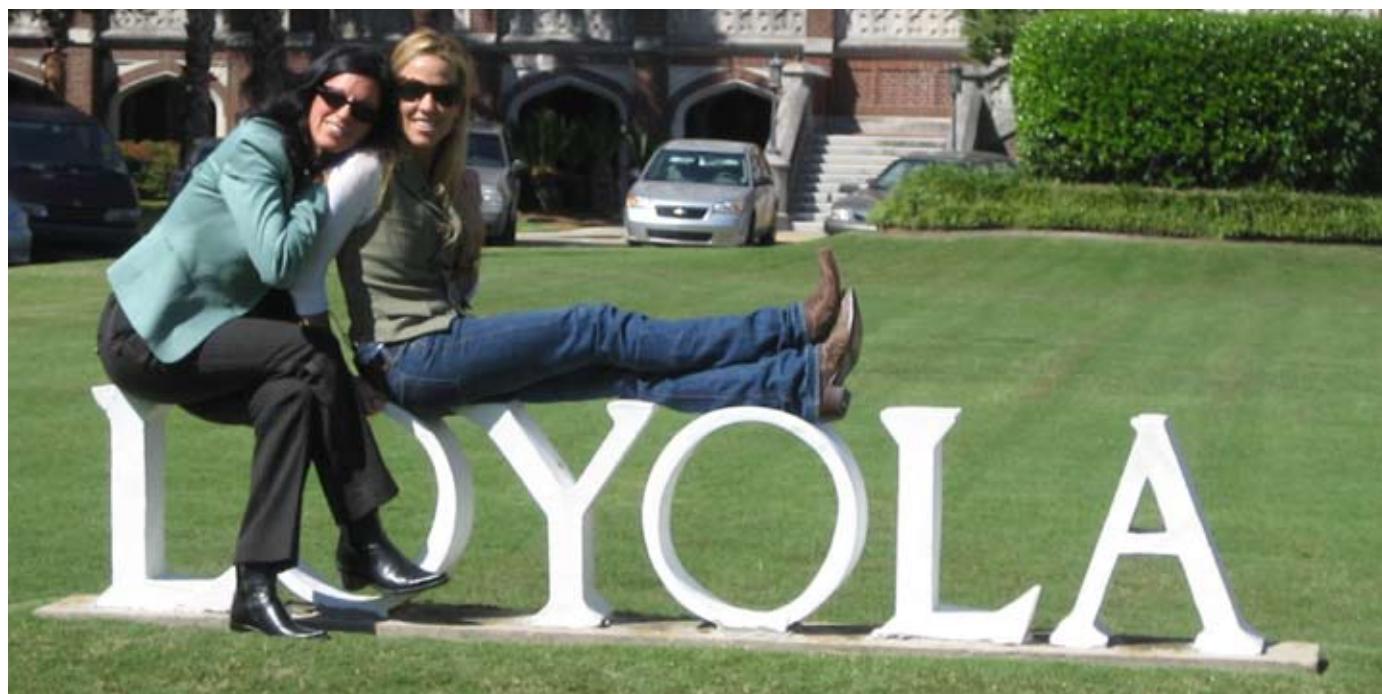
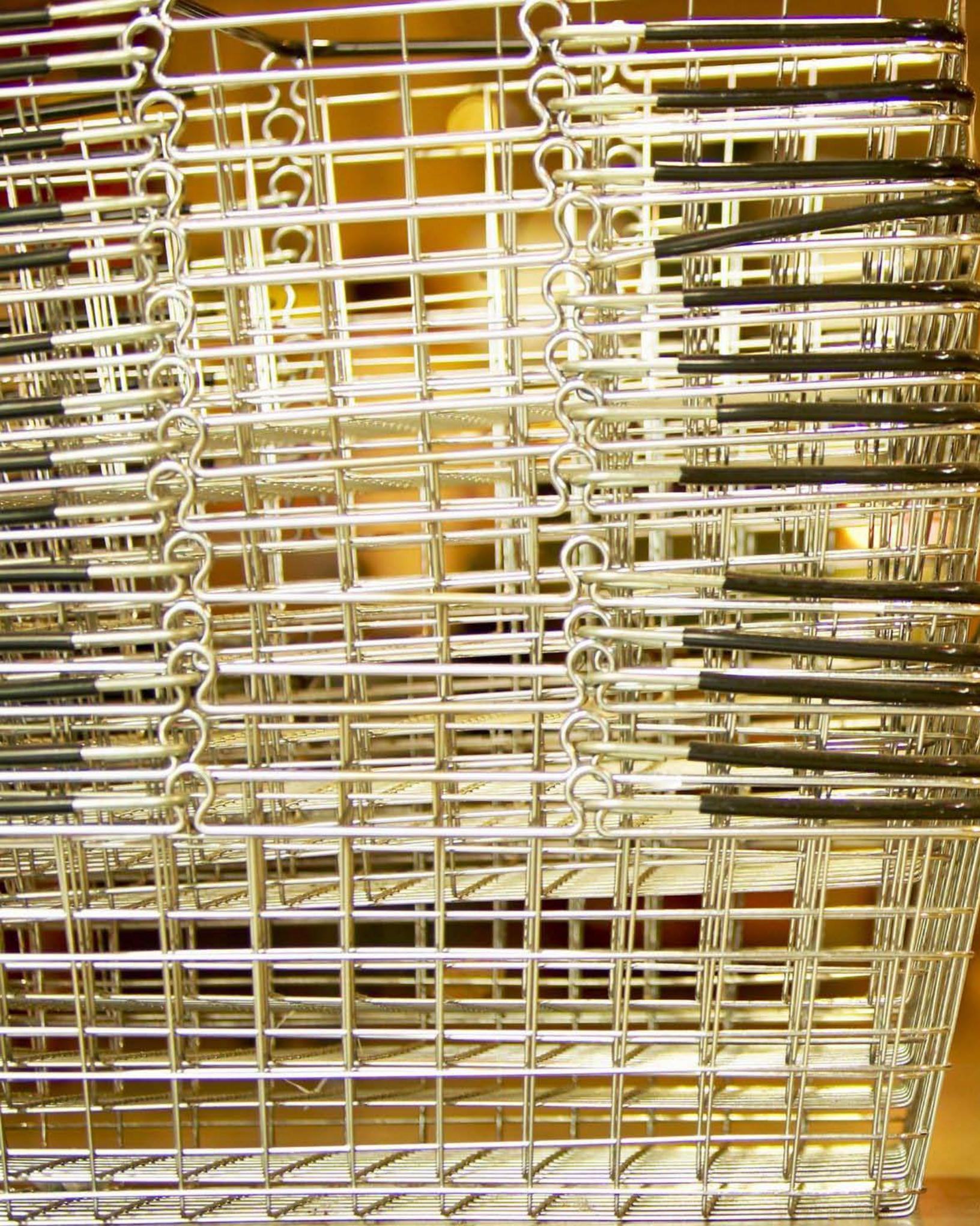
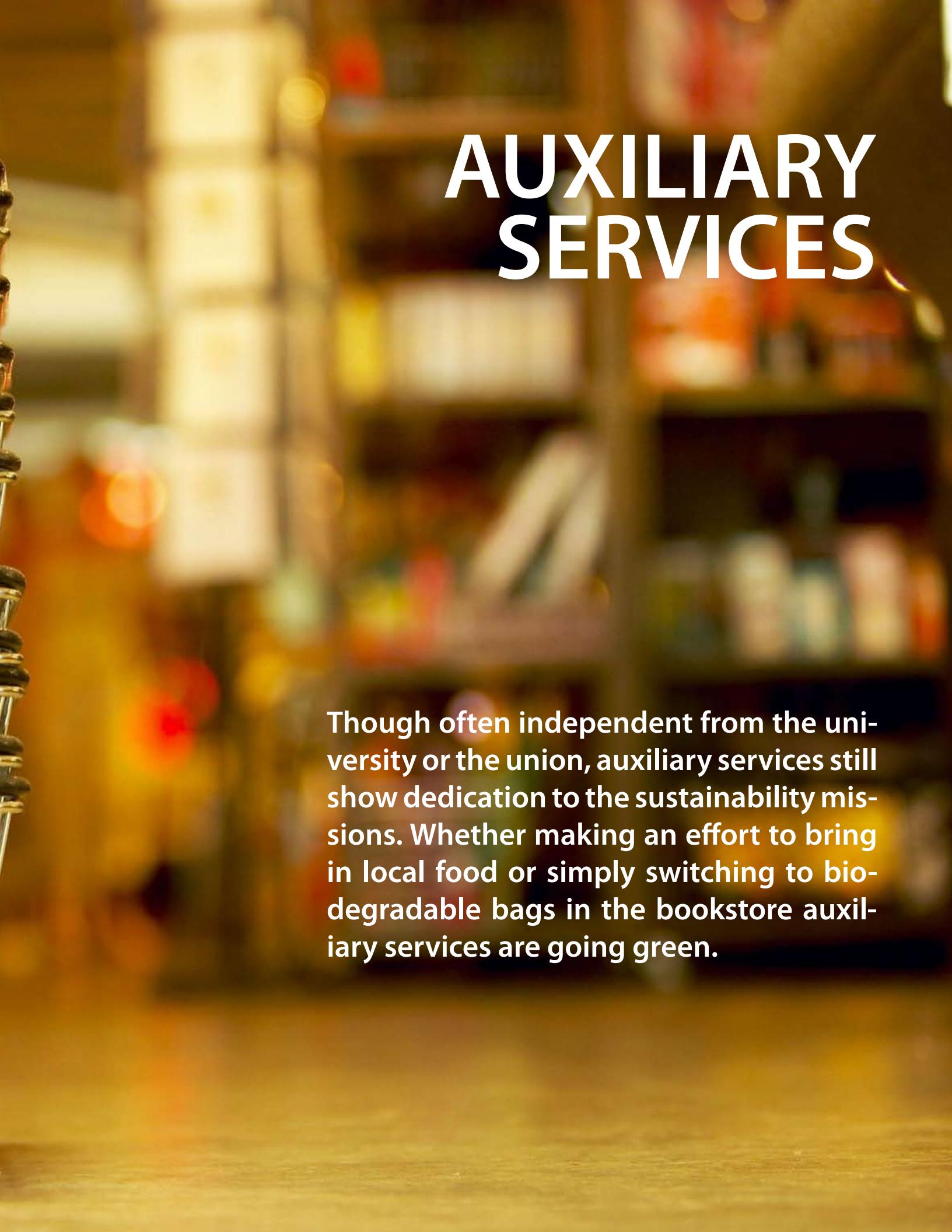


photo courtesy of Hollie Chessman

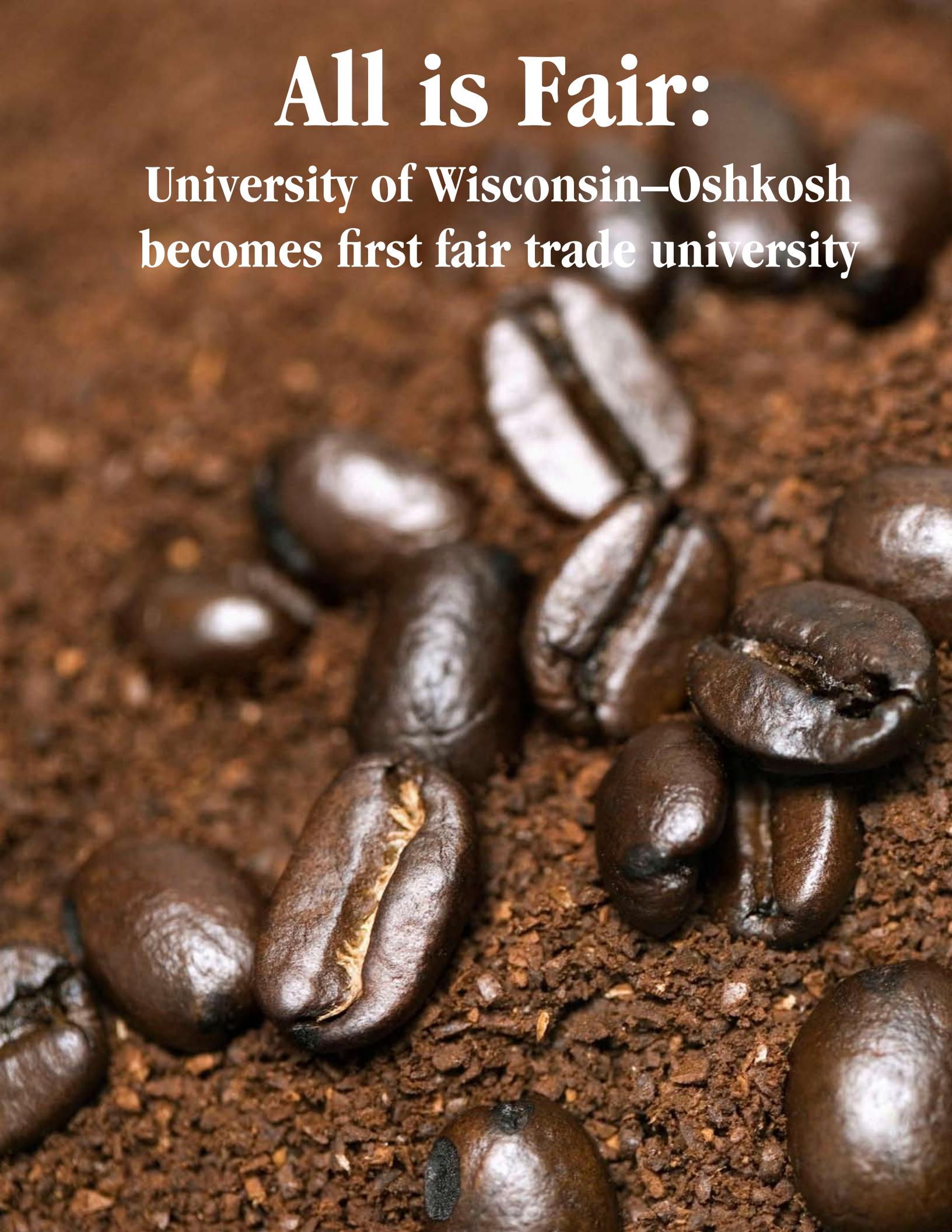


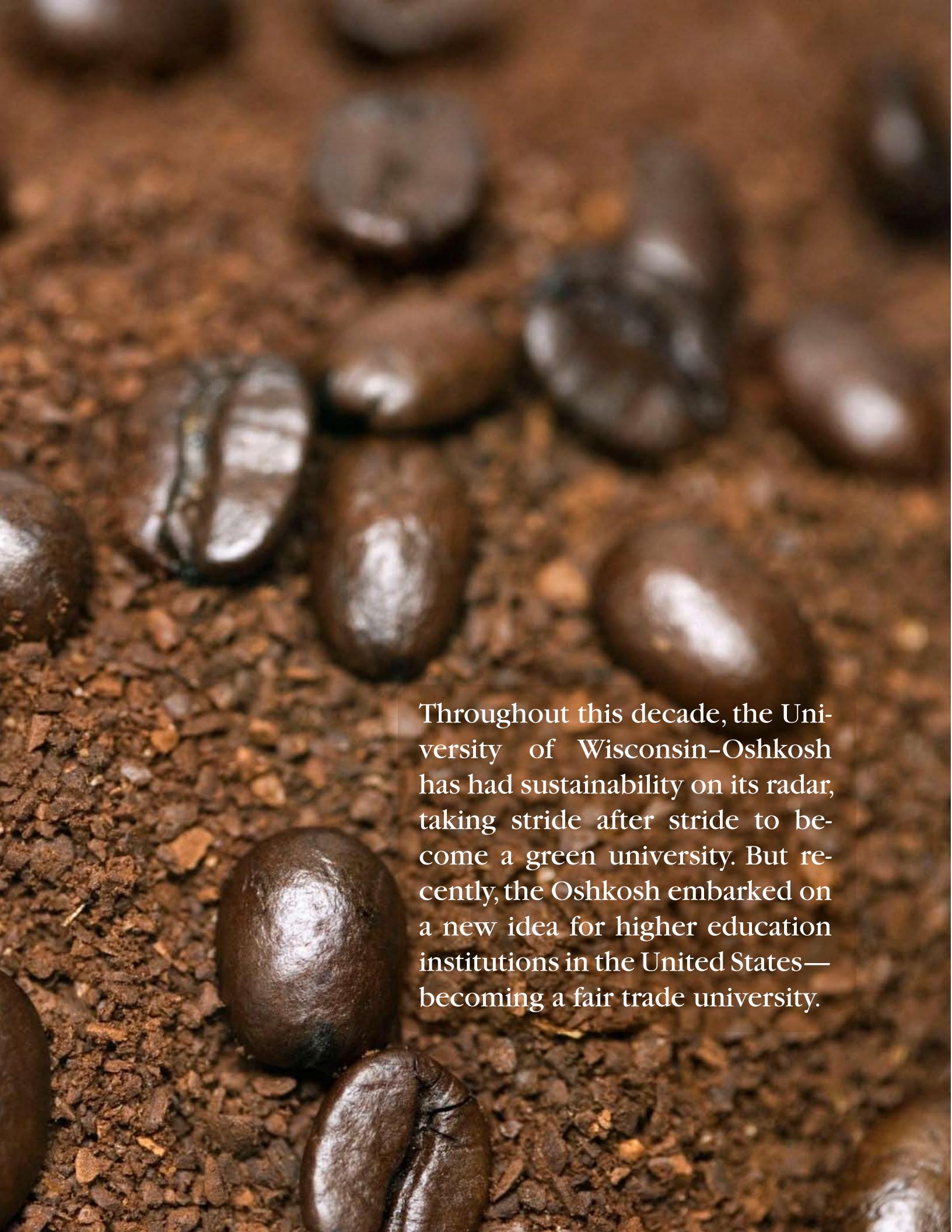
AUXILIARY SERVICES



Though often independent from the university or the union, auxiliary services still show dedication to the sustainability missions. Whether making an effort to bring in local food or simply switching to biodegradable bags in the bookstore auxiliary services are going green.

All is Fair: University of Wisconsin–Oshkosh becomes first fair trade university





Throughout this decade, the University of Wisconsin-Oshkosh has had sustainability on its radar, taking stride after stride to become a green university. But recently, the Oshkosh embarked on a new idea for higher education institutions in the United States—becoming a fair trade university.

First steps

One of the first green steps for the university was a student-led sustainability audit in 2002. That same year, the university officially endorsed the Earth Charter; at the time, it was one of only eight universities that officially supported the charter and the only one in Wisconsin to do so.

"The Earth Charter is a widely recognized, global consensus on ethics and values for a sustainable future. Developed over a period of 10 years, in what has been called the most extensive global consultation process ever associated with an international declaration, the Earth Charter has been formally endorsed by over 2,500 organizations," its website states.

But the university did not stop there. In 2003, it became the first Wisconsin university to join the Environmental Protection Agency's Green Power Partnership, which required the purchase of at least 3 percent of its energy from renewable sources. With this, Oshkosh became the largest purchaser of green energy in the state.



The university then unveiled its Green Master Plan, which is composed of six principles, according to its website:

- Applying LEED principles in construction
- Promoting a pedestrian- and bicycle-friendly environment
- Conserving and enhancing natural areas of the landscape
- Emphasizing reuse rather than building new
- Maximizing energy conservation and promoting green power
- Minimizing all forms of pollution and conserving resources

Also in 2003, David Barnhill, director of environmental studies, arrived at the Oshkosh campus interested in bringing fair trade to the university.

"It combines the elements of both environmental awareness and social justice," Barnhill said.

Pursuing fair trade

As the idea of fair trade drew his attention, Barnhill started researching the topic and found that more than

60 higher education institutions in Europe are designated fair trade. So, he wanted to see how many existed in the United States. To his surprise, Barnhill found nothing; not one college or university in the U.S. had declared itself fair trade.

This was a goal that Barnhill was willing and wanted to pursue.

"When I was looking for more information on fair trade, I found out about Fair Trade Towns. There are lots of them in Europe, and in 2007, the movement started in the United States," Barnhill said.

He contacted the Fair Trade Towns, a national organization striving to bring fair trade to towns and cities across the United States to find out more

about it and how its principles could be applied to a university.

The Fair Trade Towns website specifies that to be a recognized as a fair trade town, the following criteria must be met:

- A local fair trade steering committee is formed that meets on a regular basis. The aim of the committee is to increase awareness of and demand for fair trade products through education, outreach, and events.
- A range of fair trade products are available in local stores, cafés, and other venues. These include fair trade certified products and products sold by retailers that are members of the Fair Trade Federation.
- Fair trade products are used by a number of local organizations, such as places of worship, schools, hospitals, and offices.
- The local campaign attracts media attention and visible public support, including press and radio.
- The town or city council passes a resolution supporting fair trade and the local campaign.

After gathering information from Fair Trade Towns and other resources, Barnhill started piecing together an idea of what it would mean to be a fair trade university.

"We had to take a comprehensive and systematic approach; whatever we did, it had to be really integrated into the university system in order to be effective," he said.

Barnhill finally created a fair trade resolution for the campus.

"To be formally deemed a fair trade university, we had to be approved by all the governing bodies—Faculty Senate, Senate of Academic Staff, Classified Staff Advisory Council, and Oshkosh Student Association—of the university as well as the chancellor," Barnhill said.

The final version of the declaration was approved by everyone, and on Sept. 2, 2008, the chancellor formally announced the University of Wiscon-

sin-Oshkosh a fair trade university.

"There were several points to making this declaration: 1) we were publicly making a moral commitment; 2) we hoped that other universities would follow suit quickly because while several others do sell fair trade items, it is not an university policy; and 3) the idea of fair trade would now have more clout at our own university, so when I explained to someone they had to change something, they would understand why," Barnhill said.

But what does fair trade mean?

The university's website defines fair trade as "an equitable and fair partnership between marketers in North America and producers in Asia, Africa, and Latin America, and other parts of the world. A fair trade partnership works to provide low-income artisans and farmers with living wage for their work and humane working conditions, while also protecting the environment."

Each region of the world has an accreditation agency that gives fair trade certification to items as well as certifies that fair trade companies are in compliance. Transfair is the accreditation agency for North America. According to its website, the principles of fair trade are:

- **Fair price:** Democratically organized farmer groups receive a guaranteed minimum floor price for products.
- **Direct trade:** Importers purchase from fair trade producer groups as directly as possible, eliminating unnecessary middlemen and empowering farmers to develop the business capacity necessary to compete in the global marketplace.
- **Democratic and transparent operations:** Farmers and farm workers decide democratically how to invest fair trade revenues.
- **Community development:** Farmers and farm workers invest fair trade premiums in social and business development projects like scholarship programs, quality improvement trainings,

Coffee House switches to using all fair trade coffee

The Coffee House at the University of California-Davis, located in the Memorial Union, started more than 40 years ago as a small operation of a few students seeking an alternative to the contracted food service options. Today, the Coffee House is alive and well, employing 230 students and serving more than 7,000 customers per day.

"It is a very popular place on campus," said Sharon Coulson, Coffee House director. "Our students really like it."

Four years ago, Coulson, who started at the Coffee House in 1983, became interested in fair trade and organic products. She started looking for ways to incorporate these ideas into the Coffee House menu. Coulson worked with a company named Terravita to sell organic coffee at the shop.

"It started out as a small program," Coulson said. "We offered their organic coffee along with our usual coffee so the consumer had a choice."

Shortly after, a local company approached Coulson about switching to 100 percent organic. The Coffee House started selling BeanTrees' organic coffee in 2006.

"We are excited to bring a 100 percent organic coffee program to University of California-Davis," Coulson said in a university press release. "Our customers appreciate great-tasting food and beverages."

And recently, the Coffee House took an additional step, deciding to buy a portion of its coffee from Pachamama, a local farmer-owned coop. Today, Coulson splits purchases between the two companies.

"I think that organic really fits in with the principles of the Coffee House," she said.



Beyond fair trade and organic coffee, the shop also maintains a dedication to sustainability by making the majority of its food from scratch with fresh ingredients. Referred to as CoHome-made, the employees make the pizza dough, marinara sauce, cookies, cakes, and salads in-house among other items.

"They do all the cooking from scratch," Coulson said. "There is no head chef, no professional cook."

The Coffee House also makes a habit of always offering healthy choices, such as whole rice and tofu. And for those non-adventurous eaters, samples are available of any item before purchase.

But most important to Coulson is getting the message to both her employees and customers.

"I really hope that I am embedding the importance of eating healthy," she said. "For employees, I want to teach them skills and give them knowledge that they may not get elsewhere. And for customers, I want to give them a choice and open their eyes to fresh, healthy foods. I just want to help others establish a healthy lifestyle—and food is a place to start."

and organic certification.

- **Environmental sustainability:** Harmful agrochemicals are strictly prohibited in favor of environmentally sustainable farming methods that protect farmers' health and preserve valuable ecosystems for future generations.

Fair trade at Oshkosh

During this transition to fair trade at Oshkosh, education was of the utmost importance.

"Most students were not aware of what fair trade was all about, and we constantly work to improve this learning for them," said Marty Strand, assistant director for dining operations. "We have posters which explain fair trade along with brochures and smaller signage by each area serving fair trade items."

In keeping with the fair trade commitment, Oshkosh sells fair trade coffee, tea, and chocolate.

"Those are the most readily available fair trade items in North America," Barnhill said. "Fair trade coffee is important because the international market for it is very erratic, and farmers are caught in a web of poverty with no economic security. With chocolate, it is more a concern of child labor in the areas it is made. We want to make sure the chocolate we sell has been created with safe and humane working conditions."

Along with availability, the university wanted to be sure not to increase the cost to students. But Oshkosh's food service provider, Sodexo, gave a helping hand.

"Sodexo was supportive enough to bear the increased costs of offering fair trade coffee in the board dining operations as well as fair trade coffee as an option in our retail areas," Strand said.

The fair trade commitment also extends to catering, which Sodexo again financially backed.

"In catering, we now offer fair trade coffee as the primary selection with all orders," Strand said. "If someone wants non-fair trade, they must specifically ask for it. There is not cost different, so it really makes no sense not to use the fair trade."

Other common fair trade items include bananas, flowers, wine, crafts, and jewelry; however, the location of the university places a limit on its purchasing ability.

"Where we are located, we are limited to the number of fair trade items we can get," Barnhill said. "So, we just do what we can and keep monitoring."

Strand believes that in the future, Oshkosh will be able to provide more fair trade options.

"We hope to include sugar, clothing, and jewelry," he said.

To regulate the fair trade and all sustainability policies, the university started a Campus Sustainability Council.

"The purpose of the council is to oversee, provide direction to, and evaluate the efforts of the campus sustainability director. It may also assist the director in certain matters, take leadership in special issues (such as the curriculum), and advise campus leaders on sustainability initiatives," said Steve Arndt, director of facilities management. "The council, in conjunction with the campus sustainability

director, is required to prepare an annual report outlining progress towards sustainability goals."

Beyond food

Outside of the declaration and selling the previously mentioned fair trade items, Barnhill has moved the university to support fair trade in other ways.

This year marked the third annual Fair Trade Festival, which features not only fair trade food, but also crafts. In the past, student organizations and local vendors were selling items, but for 2008, the university bookstore took over the operation to show support for the university's new stance.

And more than anything, Barnhill just hopes the progress at Oshkosh is getting out the message.

"We are taking a stand. It is important to sell fair trade items, but it is also important to show society and promote fair trade," he said.

Not only show society, but also students as well.

"This is a time in students' lives when they are very open to learning about issues such as fair trade and sustainability," Strand said. "We, as educators, have a golden opportunity to help them learn about these things that they may never take the initiative to investigate on their own. They will carry this with them the rest of their lives. We need to take advantage of this time we have with them."

More information

The following websites can provide more information on the topics discussed in this article:

Oshkosh fair trade:

<http://www.uwosh.edu/sustainability/fairtrade>

Earth Charter:

<http://www.earthcharter.org>

Fair Trade Towns:

<http://www.fairtradetownsusa.org>

Transfair:

<http://www.transfairusa.org/content/about/mission.php>



Hosting a green event

Often, unions host events as a way to make extra revenue. But what are these events costing the environment?

Convene magazine reports that meetings leave a large carbon footprint behind. Resources used by just one meeting include: energy, transportation, food, local community, and accommodations. And it is not only the number of resources, but also the amounts of those resources. *Convene* reports that a typical five-day meeting or conference with 2,500 attendees will use 62,500 plates, 87,500 napkins, 75,000 cups or glasses, and 90,000 cans or bottles.

So what can be done? Consider implementing green practices and policies—for all gatherings from small meetings to large conferences.

Going green

Green meetings do not have to be more expensive; often, money is saved by using sustainable practices.

“The idea that green meetings cost more money is a myth. In fact, in the last few years, people have been looking for ways to cut costs and green meetings are a good way to save money,” Amy Spatrisano, Meeting Strategies Worldwide, told *Convene*.

Meeting Strategies Worldwide is an event management and consultation company that has embraced eco-friendly practices from its founding in 1994.

“Greening means taking steps to minimize waste through recycling, composting, and avoiding disposable items, to decrease energy con-

sumption, and to use products with post-consumer recycled content and food that is organic, local, or fair trade. Green meetings also incorporate social aspects such as charitable donations and projects that give back to the community,” the company’s website states.

As a host site for meetings, facilities can offer the following to make the event more sustainable, according to Meeting Strategies Worldwide’s website:

- Use real glass and china; if disposable items must be used, ensure that they are recyclable or compostable. Do not use styrofoam.
- Make condiments available in bulk containers instead of individual packages (e.g., use a mustard bottle at each table, not a packet for each person).
- Use cloth napkins that can be washed and reused; also, offer coasters instead of cocktail napkins.
- Make recycling containers available at all stages of an event, from registration to the closing dinner.
- Make information about the facilities’ recycling program available to attendees.
- Donate any leftover food instead of just disposing of it.

Additionally, if your college union features a hotel, make these suggestions to conference attendees in support of your dedication to sustainability: request that sheets

and towels not be changed each day, ask to not have in-room amenities replaced daily, close blinds and turn down heating/cooling when not in the room and request that house-keeper to the same.

But this is just the beginning. Other green offerings include minimizing energy use by shutting off lights in unused meeting rooms, offering large containers of drinking water as opposed to individual bottles, using locally grown food, and using eco-friendly cleaning products, suggests Jan Sneegas, director of general assembly and conference services Unitarian Universalists Association of Congregations, told *Convene*.

ACUI goes green

Since 2006, ACUI has worked toward a greener conference. ACUI provides recycling for plastic, aluminum, paper, and glass. ACUI saved both paper and energy by providing the conference overview online; and paper materials at the conference are kept to a minimum, but when needed, are usually printed on post-consumer recycled paper. ACUI’s hotel partner, Marriott, also offers many green practices, such as water-efficient bathroom fixtures and programmable thermostats.

More information

For more information on Meeting Strategies Worldwide, please visit its website:
<http://www.meetingstrategiesworldwide.com>



Stirring up local flavor



As colleges grow more conscious of social responsibility, many look into bringing sustainable food to campus. But there are so many questions to be answered: What is the difference between local and organic? How do you let students know what food is what? Will our current food management company be willing to use different products? Two food management companies willingly work with institutions to not only answer these questions, but also implement a sustainable food program on campus—Bon Appétit and Sodexo.



Sustainable commitment

Bon Appétit and Sodexo are both dedicated to sustainability. And while the companies may have been founded on different ideals, both now strive to provide green food service.

With a foundation of using fresh food, Bon Appétit is dedicated to sustainability.

“Bon Appétit was the first food service company to address the issues related to where our food comes from and how it is grown. We are still the largest restaurant company with such a high level of commitment to socially responsible practices. Bon Appétit is unique in that all of our promises apply to all cafés, not just specific ‘green’ locations. This means that the impact of our programs has been far reaching and meaningful,” its website states.

Sodexo maintains a very high minimum bar for quality, said Vice President of Corporate Citizenship Arlin Wasserman. And part of that quality is ensuring fresh and sustainable foods.

“Committed to environmental sustainability and preserving the Earth’s resources, Sodexo is developing products and programs related to waste management, energy conservation, sustainable foods, and green chemicals. Working with our national distribution chain of partners, we provide organic, sustainable, and locally-grown products and leadership for program implementation,” according to its website.

Providing local food

Both companies are working to bring as many local food options to campus dining halls as possible.

In 1999, Bon Appétit started the Farm to Fork. While the company has always tried to buy local food, Farm to Fork made it a company policy: “Our first choice is to purchase seasonal and regional ingredients from a 150-mile radius of each restaurant. These gems of the earth are often prepared and served within 48 hours of harvest. The result is healthier communities and customers,” states the website.

Beyond just supporting the local

economy, buying from local producers reduces green house emissions involved with transporting the food.

The Farm to Fork program establishes a goal of purchasing 20 percent of food locally company-wide. According to Vice President Maisie Greenawalt, last year, Bon Appétit hit 30 percent, purchasing a total of \$55 million in local food.

St. Olaf College has a long-standing relationship with Bon Appétit, and prides itself in providing local food to the campus community.

“We buy direct from 15 local farms with no middle man. It is actually us calling to ask the farmer what they have for us on any given day,” said Peter Abrahamson, general manager. “We spent \$500,000 on directly local food, which doesn’t include those items purchased from other companies that may have been local as well.”

Other contracted institutions appreciate the Farm to Fork program as well. Patrick Raynard, general manager at Hamilton College, purchases 25 percent of food for the dining service locally, including milk and ice cream.

“I thought it was great when we started doing it,” Raynard said. “It is a great thing for our community. It makes us really think about where our food comes from.”

Sodexo also prides itself on local food options. With a supplier network of 900 farms throughout the United States, the company is able to provide local food to all its campuses.

“We try to be a positive supplier to the community,” Wasserman said. “We want to source as much as we can from local farms. We want all of our produce to be fresh and local, if possible.”

General Manager Paul Komelasky, Northwestern University, is pleased with Sodexo’s commitment to help campuses purchase more and more local food.

“We are always trying to improve on our local items,” Komelasky said. “We work with our produce supplier here on campus to go to local farms for certain products. Where we are lo-

cated, we do not have the capability to purchase everything local, but we do what we can.”

Among other items, Northwestern tries to always serve local peppers, cabbage, celery, some onions, and different types of squash.

Sodexo also works with Northwestern to put organic food items in the campus convenience stores and an organic salad bar in the dining halls.

Bon Appétit is also a strong advocate of serving only sustainable seafood. Thus, the company partnered with Monterey Bay Aquarium and rolled out a new program in 2002 called Seafood Watch.

“Monterey Bay Aquarium looks at all the fisheries all over the world, and they categorize the fish into three categories: best, good alternative, avoid,” Greenawalt said.

At Bon Appétit locations, only fish that fall into the best or good alternative categories are served. “Buying avoid fish is a non-negotiable in our kitchen,” Greenawalt said.

To explain the importance of Seafood Watch, Bon Appétit requires each chef to complete an online training that explains what fish to purchase and what to avoid as well as the reasons behind this.

Campus initiatives

The dedication of the two companies to sustainability goes beyond just the food. Bon Appétit and Sodexo



have both assisted with green initiatives on their respective campuses.

Sodexo and the University of Vermont

Sodexo has started trayless dining programs on many campuses, including the University of Vermont.

"Three resident dining areas use washable dishes, and they have gone 'tray free' this year to reduce the amount of food waste and water usage in dish washing operations," said Erica Spiegel, recycling manager.

Other initiatives at the university include offering a discount on coffee for those students that bring their own cup and working with the university to compost and recycle.

"We've also worked with them on several 'zero waste' special events at student orientation picnics and annual staff picnics, where we serve over 1,000 attendees on all compostable and waste-reducing packaging," Spiegel said.

Bon Appétit and Hamilton College

To encourage support of and pride in local foods, Bon Appétit teamed up with Hamilton College for the Eat Local Challenge.

"Every item had to be from within 150 miles of the university, except salt," Raynard said. "It is amazing the items you can find."

Using the local ingredients, fresh dishes were made, including pulled pork and tomato salad.

"I think this sort of thing helps our students understand. Local food is now more accepted," Raynard said.

Additionally, Bon Appétit uses some produce grown in the university's community garden and supports a composting program.

Sodexo and Northwestern University

At Northwestern, several sustainable initiatives have taken place on campus at the hand of Sodexo. Recently, a hydration system was installed so students are able to fill up reusable bottles with filtered water as opposed to purchasing bottled water.

Sodexo also works with a Chicago-based company to take the grease from the fryer and recycle it into an industrial cleaner, which can then be reused as biofuel.

"Our oil is actually used three times," Komelasky said. "It is pretty amazing."

Other Sodexo-supported initiatives at the university include:

- Changing to green products for cleaning and dishwashing
- Using all natural, 100 percent recyclable napkins
- Using coffee cups made from 60 percent post consumer fiber
- Offering 100 percent compostable plastics bags in convenience stores
- Running a trayless program in two of six dining halls, with plans to expand

Sodexo also is committed to recycling as much as possible. To help with this, a pulper unit was recently purchased at Northwestern.

"The pulper extracts the liquid from the wasted food and pulverizes it until it basically becomes like saw dust," Komelasky said. "It reduces the volumes of the waste that goes to the landfill by 60 percent."

One more program that the two partner on is called Campus Kitchens, which was started about five years ago.

"Students volunteer to collect our unused food on campus. It is then taken to a central location where it is divided and given to those in need in the community," Komelasky said. "We serve about 4,000 additional meals a month through this program."

Bon Appétit and Otterbein College

At Otterbein College, Bon Appétit has been directly involved in a number of events promoting sustainability and local food on campus. Each year, the company, along with the college, hosts a cookout that features local food. The farmers are invited to interact with the campus community.

Bon Appétit also started a new campaign in 2007 called Low Carbon Diet.

"We discovered that the food sys-

tem contributes one third of global greenhouse gasses. So, we wanted to do things in our cafés to lessen the carbon output," Greenawalt said.

With this, students are encouraged to make food choices that will result in a lower carbon diet, such as not eating beef as often as it has a large carbon footprint.

To support this campaign, Bon Appétit sponsored a low carbon diet day at Otterbein College in conjunction with the wellness department to educate students on the idea. And events such as this are working. Beef purchases were reduced by 23 percent in the first year company wide, nearly meeting its two-year goal.

Bon Appétit continues to branch out of just providing food for each meal in dining halls.

"They helped with a diversity day on our campus," said Kate Porubcansky, assistant dean and director. "We had a Latino luncheon, where they helped with the food and even paid to have a mariachi band come play."

Beyond campus

By introducing college students to the idea of a sustainable future through food, the companies are ensuring that their message will go beyond the confines of the campus.

"It is important at the college level because when these students get out of school, they will start their own families. And hopefully, their experiences will make them more conscious and more responsible consumers and pass along the message to their kids," Abrahamson said.

And getting the message of sustainability to students is a responsibility.

"This is an important issue. As educators, we are charged with developing responsible citizens. This is one more issue where we can be proactive and take the opportunity to really education our students," Porubcansky said.

For more information on the companies discussed in this article, please visit their websites:

<http://www.bamco.com>
<http://www.sodexousa.com>



Auxiliary services go GREEN

On campuses around the United States and Canada, auxiliary services are making changes along with colleges and universities. From eco-friendly merchandise in bookstores to trayless initiatives by dining services, auxiliaries are incorporating practices that show a dedication to sustainability.

University of Waterloo

At the University of Waterloo, retail services—bookstore, TechWorx, Campus Techshop, ArtWorx, and UWShop—is going green. All bags located in the stores are 100 percent biodegradable. “These bags are made from biodegradable plastics that will ultimately biodegrade into carbon dioxide, water, and biomass with no harmful residues,” its website states.

Even if it is biodegradable, retail services still encourages customers to reuse the bag until it is absolutely necessary to dispose of it.

“It was an environmental decision,” said Kathryn King, marketing coordinator, retail services.

Retail services has taken the next step. During the “September rush,” it gave 10,000 reusable bags to students.

“They are more expensive than plastic bags,” King said. “But we wanted to limit our contribution of the landfills.”

And the students understood the message. According to King, the bags can often be found around campus, in the retail shops, and even throughout the city; which she thinks is “really neat.”

Retail services’ commitment to green is found in the products sold as well, including recycled notebooks, envelopes, index cards, note pads, composition books, sticky notes, and writing instruments.

Additionally, the UWShop sells fair trade items in conjunction with My Fair World, a company with a “mission to financially support artisans who face challenging circumstances through the purchase of their products for the

Canadian market,” according to the website. Fair trade products include canvas bags, plush monkeys, lotion, handmade note cards, bar soap, organic coffee, lip balm, chocolate, and stationary.

Other products sold at the UWShop support the sustainable message, such as stainless steel water bottles, laptop jackets made from 100 percent recycled materials, and greeting cards made from 100 percent recycled paper, the website states.

And for those in the campus community interested in learning more about going green, retail services offers a line of green literature.

University of Calgary

The University of Calgary Bookstore is also a proponent of biodegradable bags. At the beginning of each academic year, biodegradable reusable bags are given away; during the rest of the year, the bags can be purchased for \$2.

“We wanted to reduce the plastic that was being given out,” said Brent Beatty, bookstore director.

For the 2008–09 school year, the Office of Sustainability purchased one bag for each incoming freshmen; these were handed out during orientation.

University of North Carolina–Wilmington

With a commitment to sustainability, the University of North Carolina–Wilmington launched a green store called ECOTeal. All merchandise in the store is sustainable, recyclable, or biodegradable, according to its website.

Items sold at ECOTeal range from bicycles to organic cotton T-shirts. The goal, the website states, is to provide the campus community with a variety of sustainable options. Products at the store include:

- Reusable water bottles
- Hydro water-powered clock (no batteries needed)
- Biodegradable, reusable bags

- Sushi calculator
- Natural, organic beauty products

ECOteal also sells TOMS Shoes. "Since its beginning in May 2006, TOMS has given over 10,000 pairs of shoes to children in Argentina and 50,000 pairs in South Africa," the ECOteal website states. TOMS Shoes come in everything from boots to sandals; the company even offers Vegan options. For each pair of TOMS Shoes sold at ECOteal, one is donated to a child in need.

Davidson College

At the beginning of the 2008 academic year, Davidson College gave a reusable bag to the first 1,000 customers that spent \$100 at the bookstore. But this isn't the bookstore's only green claim. According to its website, recycled paper, notebooks, composition books, and note cards are available for purchase; additionally, all packaging from deliveries is either reused or recycled and lighting in the store is fluorescent.

In the dining services area, Davidson shows even more commitment to sustainability. Fair trade coffee is offered in dining areas and herbs used for cooking are grown in conjunction with the grounds department, the website states.

Dining services also makes an effort to recycle all possible materials. According to the university's website, some of these initiatives include:

- Leftover food is donated to Second Harvest, when possible
- Other leftovers are composted
- Waste pulper reduces waste by 85 percent
- Fryer oil is used by local entrepreneur to create biodiesel
- China, flatware, and glasses are used in dining areas
- All possible materials are recycled or resued

Additionally, when replacing equipment, dining services makes choices based on energy efficiency; and multiple desktop printers were replaced by

one central printer, which reduced cost and energy use, the website states.

University of Cincinnati

A popular move by campus dining services, the University of Cincinnati decided to go trayless. In April 2008, in conjunction with Earth Day celebrations, a trayless program piloted.

"As we were looking toward the coming of Earth week, we thought it was the perfect time," said John Hautz, director, auxiliary services. "We had discussed it previously and were aware that other universities had already successfully done it. It was the appropriate time to experiment."

The pilot was a success, and in June, the university made the complete transition to trayless.

"We don't have all the data quite yet about our waste reduction as we just started, but we believe we will save in that area as well as with hot water," Hautz said.

Students have not found complaint with the program, and Hautz believes this is because they are eco-conscious.

"With the culture today, students expect this type of initiative," he said. "There is a more well-spread sense among the public that everyone should be contributing to doing what we can to conserve, reduce waste, and recycle."

University of Richmond

University of Richmond Dining Services not only shows dedication to sustainability through its tagline—Live Green, Dine Green—but also through its actions. The staff, in an effort to reduce energy use is committed to the following, states its website: Buying local food, using compact fluorescent light bulbs, using natural lighting, encouraging public transportation, and conserving water.

Also, dining services follows green purchasing guidelines. According to its website, the following is some of what is done to achieve this:

- Purchasing from environmentally and socially responsible companies
- Using non-bleached napkins

- Using recycled-content paper towels and toilet paper
- Encouraging paperless statements and billing from vendors
- Focusing procurement efforts only on products with an "Energy Star" rating, pending availability
- Minimizing use of disposable dinnerware

California State University—Fresno

California State University—Fresno made a switch to biodegradable hot beverage cups and lids, small plates, napkins, and beverage sleeves in May 2008.

"We are purchasing top-quality products that look and perform just like the nonrecyclable ones they replace," said Brent Hansen, marketing coordinator, auxiliary services, in a university press release.

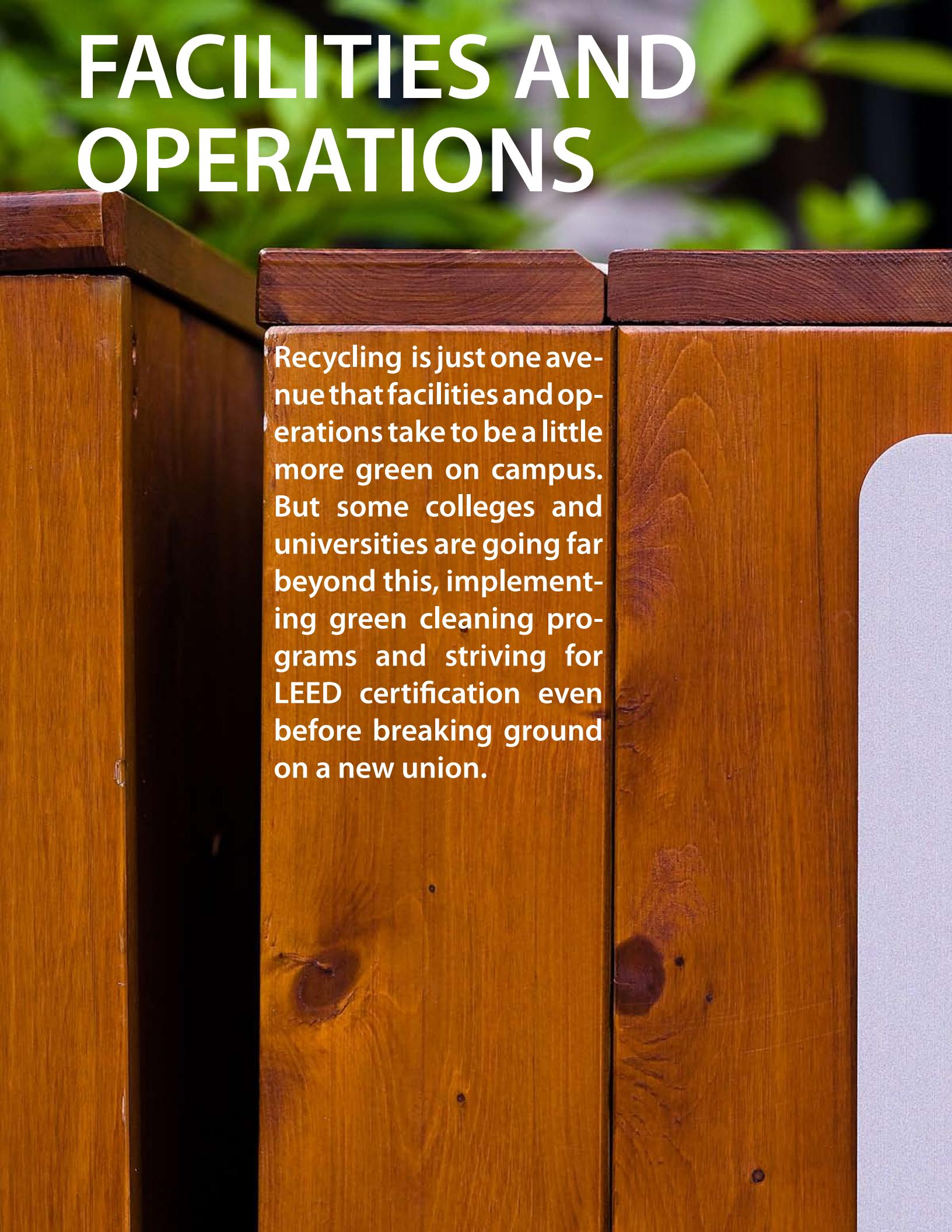
Dining services is working with the University Agricultural Laboratory to ensure that these items are composted. This, however, is just the first phase of the overall plan to incorporate environmentally friendly products; plans are underway to add utensils and to-go containers in the future, Hansen said.

More information

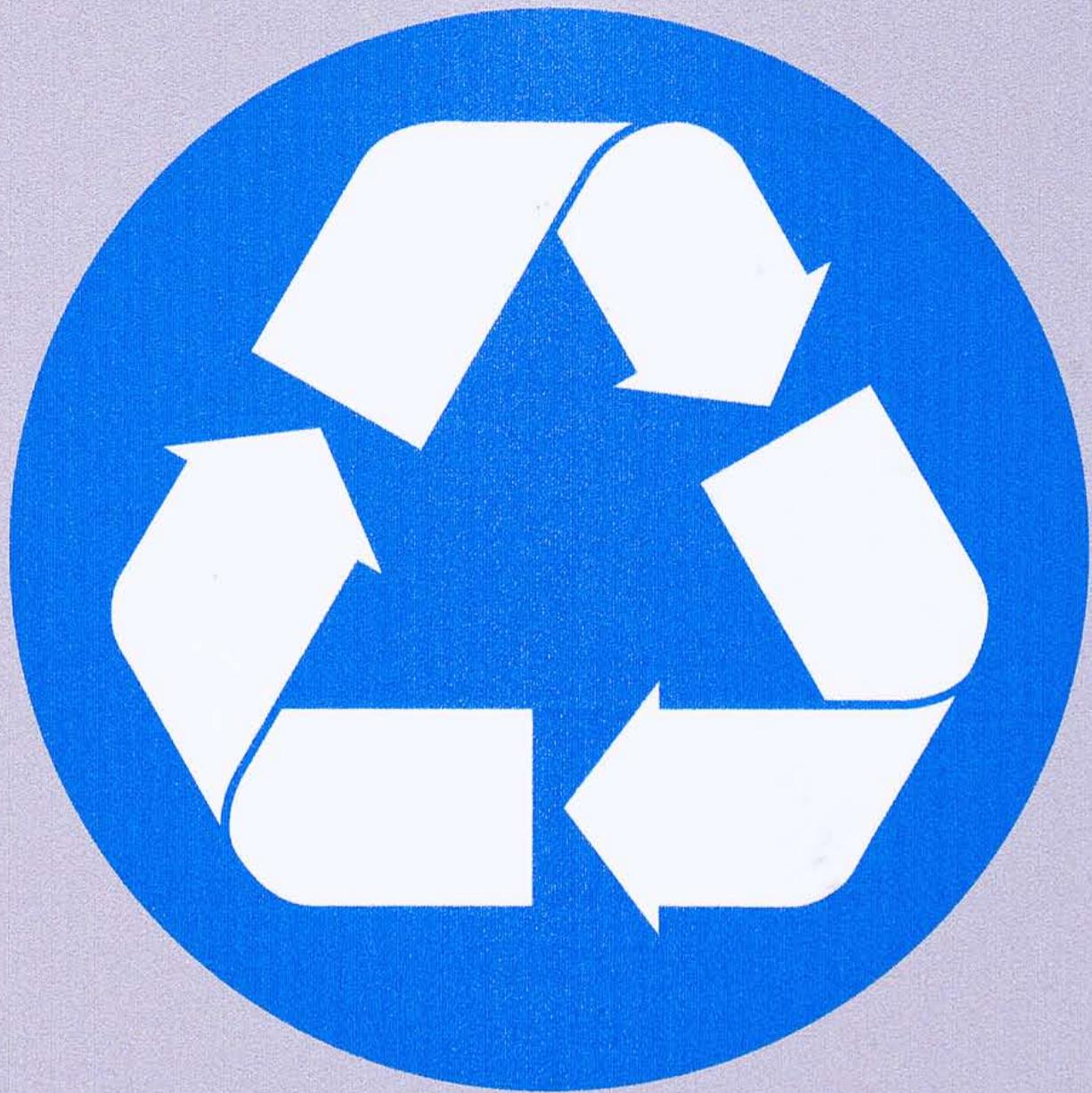
For additional information on practices and initiatives mentioned in this article, please visit the following websites:

- **University of Waterloo:** <http://www.retailservices.uwaterloo.ca/green/home.html>
- **University of North Carolina—Wilmington:** <http://www.uncw.edu/ba/ecoteal/whatisecoteal.htm>
- **Davidson College:** <http://www3.davidson.edu/cms/x28480.xml>
- **University of Richmond:** <http://dining.richmond.edu/community>
- **California State University—Fresno:** <http://www.fresnostatenews.com/2008/05/EcoFriendly.htm>

FACILITIES AND OPERATIONS

A close-up photograph of a dark-stained wooden structure, possibly a bench or a stall. The wood grain is visible, and there are some knots and a small hole on the left panel. A white circular graphic is partially visible on the right side of the frame.

Recycling is just one avenue that facilities and operations take to be a little more green on campus. But some colleges and universities are going far beyond this, implementing green cleaning programs and striving for LEED certification even before breaking ground on a new union.



What Is Clean?

Colleges implement eco-friendly products and practices





The college union is a popular venue for hanging out, studying, eating, and a variety of other activities for student, staff, faculty, and visitors. Keeping all areas of the building clean is of utmost importance. Looking at bottles of various cleaners can be a little scary. The chemicals scrolled along the back are often almost as hard to pronounce as to figure out the negative effects each one may be having on the surrounding environment and people. How healthy are the cleaning products being used?

Not very, according to the *National Geographic's Green Guide*. While ammonia may seem the perfect product to cut through grease in the kitchen, consider that it is not only known to cause asthma, but also is derived from petroleum. Then there is chlorine, which may work great as a disinfectant, but also causes lung and skin irritation along with releasing mercury and dioxin into the environment. It is easy not to consider the side effects of these types of chemicals because each and every room looks and smells clean.

However, over the years, the definition of "clean" has changed. Not only are clean counters and shiny floors of consideration, but also air quality, product after effects, and eco-friendliness of cleaning and other technology. In today's college unions, professionals are implementing more and more green cleaning practices.

Healthy schools

The Healthy Schools Campaign is dedicated to making sure school environments are healthy for students, teachers, and staff. While this movement is meant to bring green cleaning practices to K-12 schools, the reasoning behind it can be applied to higher education institutions. According to the Healthy Schools Campaign, four reasons exist to switch to green cleaning:

- Helps students stay healthy.
- Protects health of custodial staff.
- Increases lifespan of facilities.
- Preserves the environment.

Clean green

Gina Mathis, environmental services manager at Wright State University

in Ohio, knows a thing or two about green cleaning. In 2006, her department went on a mission to change the cleaning practices at the university.

"I take pride in my job. I care about people and providing a healthy environment for today, tomorrow, and the future. Cleaning green means using safer chemicals to protect our health and our environment. Why would anyone choose not to go green?" Mathis said.

But the switch at Wright State did not take place overnight, rather in phases over the course of two years.

The first phase of the green cleaning process was quick and cheap.

"Toxic cleaning chemicals were removed from inventory, cost-prohibitive consumables were converted to ones made from recycled materials or ones which provided reduction in packaging wasted, and multicolored 33-gallon brut containers with lids were purchased and used as recycling centers throughout campus," Mathis said.

During the next several months, the university's custodial staff spent time building relationships with different vendors that supplied eco-friendly cleaning products and equipment. The staff was able to compare and contrast the different offerings and decide which company provided the best option for the institution.

Phase 2 of the green cleaning plan was implemented in January 2007 with both administrative and financial support from the university. This step involved the purchase of \$85,000 worth of new equipment.

"The equipment purchased not only meets LEED criteria, but also in-

creases cleaning productivity and quality," Mathis said.

The university purchased new scrubbers, vacuums, carpet extractors, computerized wax applicators, a stripping applicator, and burnishers.

"We have been able to provide our custodial staff with the finest technologies, equipment, and environmentally friendly chemicals on the market that truly work," Mathis said.

One major change for custodians at the university involved floor cleaning. The green flooring program, according to Mathis, will save 20 to 40 percent in chemical costs as well as 20 percent in labor costs over three years. With the new system, floors are only stripped every nine to 12 years, and then only done with green products. In September 2007, a successful seminar at Wright State explained the new floor care process to custodians.

"After the seminar, one floor technician smiled and stated, 'I haven't felt this good about my job in a long time,'" Mathis said.

In July 2008, the custodial staff went from using 19 different cleaning products to 10; and today, it is down to eight. Additionally, microfiber cloths and floor pads used during cleaning are color coordinated so no cross-contamination occurs.

Outside of cleaning practices, Phase 3 required an overhaul of the recycling program. The university environmental services department was awarded a grant for \$48,000 from the Ohio Department of Natural Resources in mid-2007 toward a recycling program. In addition, the university donated \$24,000 to the cause.

I care about people and providing a healthy environment for today, tomorrow, and the future. Cleaning green means using safer chemicals to protect our health and our environment. Why would anyone choose not to go green?



“With these funds, we purchased 33 fiberglass recycling containers, 50 recycling toters, one large paper shredder, 50 confidential toters, a vertical baler for cardboard, and three outdoor recycling centers,” Mathis said. One full-time recycling coordinator and second-shift general custodians run the recycling operation.

Overall, Mathis is pleased with the progress the university has made.

“The green cleaning program has been a success. We are fortunate that the environmental service has the backing, support, and understanding of the administrative staff to help provide our custodial workers with high technology equipment and safer products,” Mathis said.

For the dedication to going green, the university was awarded a LEED certification point for green cleaning.

Stamp goes green

Similarly to Wright State, those at the University of Maryland’s Stamp Student Union started looking into a green cleaning program a few years ago. It all started with recycling. In 2002, Vice President of Student Affairs Linda Clement convened a task

force to look into the university’s recycling program.

“We brought in a trash consultant. Ten years ago, the governor signed a law [Maryland Recycling Act of 1998] that required 20 percent of all trash from universities to be recycled. So, we had him take all the dumpsters from residence halls, dining areas, the union, and such,” said Steve Gnadt, associate director.

The consultant team from SCS Engineers, an environmental consultant and contractor, looked at all the trash, dividing out what could have been recycled. And the results—“alarming,” Gnadt said. SCS found that 28 percent of the Stamp Student Union’s waste alone was recyclable paper and cardboard. And 18 percent was plastic, metal, and glass containers.

“It really made us look at how we, as the division of student affairs, could implement sustainable and environmentally friendly practices,” Gnadt said.

In addition, SCS reviewed some of Maryland’s peer institutions’—University of California–Berkeley, University of California–Los Angeles, University of Michigan, and University of North Carolina–Chapel Hill—recycling programs and then provided an extensive list of options for the university.

After realizing some changes needed to be made, the Stamp Student Union led the charge, purchasing new recycling containers for public spaces and placing a recycling bin at individuals’ desks. All glass, metal, plastic, paper, cardboard, and even cooking oil is now recycled.

“We used to only have a few recycling containers, and they weren’t placed well. The new containers are put in convenient locations, usually next to a trash can,” Gnadt said. And while the occasional bottle is still found in the trash, it is much improved from the past.

Once one sustainable practice was in place, more followed. Campus Dining Services started a program to compost 100 percent of all kitchen waste from the union. EnviRelations, a composting company, provides containers

as well as picks up compostable material on a daily basis.

The next step was to look into cleaning practices. At the time, the union contracted the same cleaning supply company that the university did, one that only provided chemical-based products. However, since the union is an independent, auxiliary service, that staff was able to terminate the contract, deciding to find a company that provided certified green cleaning products.

With a newly-hired facilities operation manager open to the idea of green cleaning, the custodial staff tried a few different approaches and products before officially making the change just over a year ago.

“It took time for our custodial staff to get used to,” Gnadt said. “There were no smells or perfumes in the new products, so it didn’t have the same sense of being clean as the chemical-based products did.”

Today, only nine certified green products are used to clean the entire Stamp Student Union—an all-purpose cleaner, neutral cleaner, glass cleaner, heavy-duty degreaser, neutral disinfectant with biological odor control, natural air freshener, deodorizer, floor cleaner/restorer, and polish for stainless steel.

But green cleaning is not just about the products, as Gnadt said, “It is the process that you go through and the equipment that you use as well.”

The union uses only energy-efficient equipment, including new vacuums with heap filters and a floor cleaner that only requires six gallons of water to clean an entire ballroom floor. Only Energy-Star replacement equipment is purchased as well as recycled replacement carpet that only requires hot water—no chemicals—to clean. Additionally, technical concepts were put in place, such as hands-free faucets and soap dispensers, which reduce product use and waste; according to Gnadt, the faucets could have up to a 70 percent of water savings.

While the new products and equipment were initially more expensive,

How to start a green cleaning program

In addition to bringing green cleaning to her own campus, Mathis helps others do the same. At ACUI's 2007 Reservations and Operations Seminar, hosted by Wright State University, Mathis presented information about how to start a green cleaning operation.

Much like Wright State's own process, Mathis suggests developing the overall operation in three phases. First, however, some initial steps must be taken.

- **Obtain support from administrative and departmental staff.** It is hard to move forward with an idea that others don't understand or are against. So take the time to explain all the benefits of switching to green cleaning.
- **Build a team.** One person cannot take on this task alone. A team that includes custodial and administrative staff might be beneficial.
- **Conduct a building audit.** Evaluate all processes, procedures, and materials used in cleaning.
- **Develop a green plan.** How green does the university or union want to be and what is the best way to achieve that level?
- **Draft an agreement to ensure all team members support.** Once again, support is very important. Make sure all team members are on the same page about the finalized green plan.
- **Evaluate green products.** Many companies offer green products these days. But it is sometimes hard to determine which really are green. Look into several suppliers to determine what is best.
- **Develop training processes and procedures for new**

products and equipment. Before using new products, it is important to have a training plan in place so custodial staff is prepared.

- **Implement green program.** Once initial steps are completed, it is time to phase in the new green cleaning program. Remember educating administration, faculty, staff, students, and visitors about new practices is important to the success of the program.

Mathis's implementation plan involves three phases that will slowly switch the cleaning policy. Major changes do not usually happen overnight, so take sufficient time to complete each step.

Level 1

The first phase is meant to make initial changes without spending a lot of money. To start creating a healthier indoor environment, Mathis suggests switching to eco-friendly cleaning and paper products, developing a regularly scheduled cleaning and maintenance program, implementing a recycling program—plastic, aluminum, paper, cardboard, glass—and communicating to faculty, staff, and students the goals of the new green cleaning program.

At this stage, it is not necessary to buy new products in bulk; this way, if the custodial staff or green cleaning team wants to re-think the chosen product, no money is wasted. This is also the time to gain the support of the administration and those who make financial decisions.

Level 2

Level 2 requires a more serious commitment to the switch. By this time, it is hoped that the green cleaning idea will have support of

the administration and money will have been allocated to the project. If money is a problem, look into applying for grants or donations.

Environmentally preferred technology is the equipment that allows for the use of less water and products to clean. Level 2 involves the implementation of such technology and also includes eco-friendly pest control and chemical management. When purchasing this equipment, look for the most energy-efficient and be sure to consider LEED certification standards as this is an honor the institution may strive for in the future.

Level 3

For Level 3, both Levels 1 and 2 must be fully integrated into the university procedure. After that, ideas such as an expanded recycling program and installing touchless and waterless bathroom equipment can be implemented. The main concern of Level 3 is to ensure that all new procedures are in fact conserving energy and water. If so desired, when Level 3 is completed, application for LEED certification could be considered.

Additionally, Mathis suggests always looking toward the future. Develop an ongoing evaluation plan so that, even after green cleaning practices are in place, it can be assured that proper procedure is being followed and the desired end result is being achieved.

In the end, it is important to remember that strides are constantly being made in the area of sustainability, including green cleaning. Mathis advocates updating product selection, training, and procedures often as to continue reducing water and energy use. And always bear in mind that you are creating a healthier environment for all who walk through your doors every day.

It really made us look at how we, as the division of student affairs, could implement sustainable practices.

the cost balances out in the end, Gnadt said, because the new cleaning processes require less use of the products. And it really comes down to feeling good about being greener.

“I think it is better. I feel better about it,” Gnadt said. “I know our staff appreciates it, and I think people around campus do as well.”

Georgia's green cleaning award

In November 2008, the University of Georgia became only the second higher education institution to be awarded ISSA's Cleaning Industry Management Standard (CIMS) Certification with Honors. According to ISSA, the Worldwide Cleaning Industry Association, “CIMS applies to the management, operations, and performance systems of cleaning organizations. Compliance with the standard demonstrates that a cleaning operation is structured to deliver consistent, quality services designed to meet customers' needs and expectations,” states its website.

The Physical Plant Building Services Department at the University of Georgia is in year two of a three-year plan to implement complete green cleaning on campus. In 2006, building services started by piloting the green cleaning program in just one building on campus after it underwent a renovation.

“A renovation is an ideal time to make a change,” said Kim Thomas, assistant director, physical plant.



The new cleaning process uses only three daily products as compared to the previous 15. All three are certified green: neutral disinfectant, window cleaner, and an all-purpose cleaner.

With over 300 buildings on campus, the switch needs to be done over a period of time, according to Thomas. After the initial building, the green cleaning expanded to another 28 buildings, all located in the historical district of campus.

“We wanted to do the older buildings on campus because the green cleaning is part of our overall goal to improve the indoor air quality,” Thomas said.

Additionally, any newly constructed or renovated buildings on campus fall under the green cleaning umbrella. This includes a new addition to the Tate Student Center; however, the rest of the building is still cleaned with the old process.

In the second year of the plan, building services has added another 40 buildings. It is hoped, Thomas said, that green cleaning will be implemented on the entire campus by 2011.

Building services has documented the progress of the plan since its implementation, which was used for the CIMS award submission. Along with this, an ISSA assessor spent three days on campus reviewing the department's work and conducting interviews.

“He did random interviews with some of the customers in the buildings where we have implemented the green cleaning process,” Thomas said. “They had really nice remarks, saying that the custodial staff in the building was really like family.”

This, according to Thomas, helped earn the certification. An ISSA press release details other qualities of the program that stood out to the assessor:

- The green cleaning initiative to improve indoor air quality and reduce air contaminants has led

to the elimination of more than 300 products from the university's chemical inventory

- The Building Services Academy program, which provides new building service workers with a two-week orientation and training curriculum prior to the individual's assignment in the field
- Health and safety training programs for building service employees, which emphasize hazardous-material spill contamination and other overall worker safety programs

The Building Services Academy is a unique aspect at the university of which Thomas is proud.

“All new employees have to spend two weeks in the classroom,” she said. “They go over policies and procedures; they go through exercises and a cleaning program. I think it makes it more than just a job for our staff. It makes them a skilled professional.”

Overall, Thomas believes that the university setting is the perfect place to not only implement a green cleaning program, but also be open to other programs.

“I started in student affairs,” she said. “I have always thought that the college campus is a great environment for implementing new ideas. And I enjoy the opportunity for student involvement in our work.”

The switch to green cleaning provided an opportune time for a student collaboration. Green student groups and students from a public relations class helped get out the word about the new cleaning program and informed the campus community of what else—such as recycling—the physical plant was doing to be sustainable.

“It was great to have them involved,” Thomas said. “I think they are the ones that are really pushing sustainability throughout campus.”

Don't Be Fooled: The sins of greenwashing

When shopping for green products, it is easy to become confused about the different claims being made. What certifications are good or even real? What does it really mean when a product says it is eco-friendly?

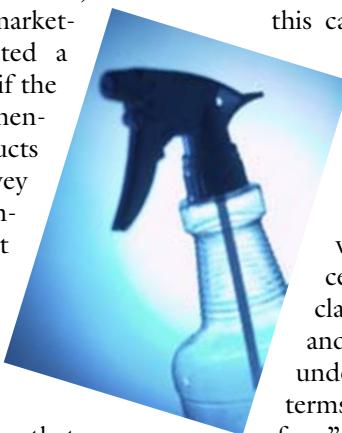
While many products on the market do live up to marketing promises, others do not. Greenwashing is when a company makes false or misleading marketing claims about products.

In 2007, TerraChoice, an environmental marketing agency, conducted a survey to determine if the majority of environmental claims on products were true. The survey looked at 1,018 consumer products that made 1,753 environmental claims. In the end, TerraChoice discovered that only one product did not make claims that qualified as greenwashing. From this study, TerraChoice developed the Six Sins of Greenwashing.

1. Sin of the Hidden Trade-Off

The Sin of Hidden Trade-Off was found in 57 percent of products. TerraChoice defines the Sin of Hidden Trade-Off as the suggestion that a product is green, based on one environmental attribute (such as recycled content) or a narrow set of attributes (such as recycled content and chlorine free bleach) without addressing more important environmental issues (such as water or global warming). While these claims are not usually false, TerraChoice believes it is "used to paint a 'greener' picture of the product than a more complete environmental analysis would support."

Products from the study that committed this sin were ink cartridges, laundry detergents, dishwasher detergent, air fresheners, bathroom cleaners, markers, flooring laminate, bags,



multipurpose cleaners, wood panels, and pesticides.

2. Sin of No Proof

Twenty-six percent of products made claims that could not be substantiated, resulting in the Sin of No Proof, according to TerraChoice. No proof was defined as no supporting evidence during point of purchase (on container or bottle) or on the product's website. Products that fell into

this category included household lamps and lights, personal care products, facial tissues, and paper towels.

3. Sin of Vagueness

The Sin of Vagueness, which accounted for 11 percent of products, represents claims that are poorly defined and the meaning is often misunderstood. Common vague terms used were "chemical-free," "non-toxic," "all natural," and "green." TerraChoice found products like garden insecticides, hair mousse, bathroom cleaners, and general purpose household cleaners were in this category.

4. Sin of Irrelevance

TerraChoice believes the Sin of Irrelevance is an environmental claim that could be true but is unimportant or unhelpful for consumers. The study found that the most irrelevant claim involved chlorofluorocarbons, or CFCs, which lead to ozone depletion. CFCs have been banned since 1978, so no product on the market today is made with CFCs. TerraChoice found the 4 percent of products still made this claim, including insecticides, lubricants, oven cleaners, shaving gels, window cleaners, and disinfectants.

5. Sin of Lesser of Two Evils

This is when a product makes a claim that may be true, but the claim distracts from the overall environmen-

tal impact, such as organic cigarettes or green insecticides. TerraChoice understands that in certain circumstances a more eco-friendly product may be desired, such as green insecticides for agriculture, but often these terms are placed on products that belong to a product category without much environmental value. The study found that 1 percent of products claimed a lesser of two evils.

6. Sin of Fibbing

The Sin of Fibbing is just that—making a false claim. TerraChoice found that 10 products committed this sin, such as shampoos claiming to be certified organic, a caulking products claiming to be "Energy Star" rated, and a dishwasher detergent claiming to be packaged in 100 percent recycled paper.

So what does TerraChoice suggest? First, look for eco-labels, such as EcoLogo and Green Seal. Also, look for signs of the six sins. TerraChoice advises asking:

- Is the green claim restricted to just one or a narrow set of environmental issues?
- Does the claim help me find more information and evidence?
- Is the environmental and scientific meaning of the claim specific and self-evident?
- Could all products in this category make the same claim?
- When I check up on it, is the claim true?
- Is the claim trying to make consumers feel green about a product category that is of questionable environmental benefit?

If the answer to any of these is "yes," then keep looking and do some research to find the most eco-friendly product possible.

For more information on the six sins of greenwashing, visit www.terrachoice.com.

ACUI Procure partners go green

When making purchases, it is as important to select sustainable companies as it is green products. Many vendors offered through ACUI Procure can provide institutions with competitive prices, quality products, and sustainable business practices.

Da-Lite

A leader in the audio-visual industry, Da-Lite offers front and rear projection screen made from GREENGUARD certified fabrics. This certification ensures the screen was made with low chemical and particle emissions, states Da-Lite's website. In addition, Da-Lite received certification from GREENGUARD for indoor air quality.

But these aren't the only strides Da-Lite had made to be green. In March 2008, the company was awarded the International Organization Standardization certification for Environmental Management Systems. This was an industry first, according to a company press release. This certification will allow Da-Lite to identify and control the company's environmental impact as well as implement initiatives to improve it.

Also, Da-Lite now offers Screen Green program. When purchasing a new screen installation from the company, Da-Lite sends the appropriate shipping materials to send the old screen back to the company for proper recycling.

High Point Furniture

High Point Furniture is always working to reduce its carbon footprint by implementing green initiatives, according to its website. Recently, the company switched to a four-day work week in July 2008 for manufacturing and shipping; the corporate headquarters are still opened five-days a week, stated a company press release. With this initiative, High Point hopes to do its part to achieve less crude oil im-

ports, reduce greenhouse gas emissions, and cut down on traffic congestion.

Integra

At Integra, environmental stewardship is a critical concern, according the company's green statement. Woods for Integra products are harvested from well-sustained forests and no endangered wood is ever used. In addition, around 75 percent of upholstered frames are made from wheatboard, an eco-friendly product, rather than real wood. And all excess materials from manufacturing are recycled, not sent to a landfill.

When it comes to shipping, Integra currently uses no packaging materials for 95 percent of its shipping. Rather, the company pre-assembles the furniture and ships it blanket-wrapped. These blankets are reused by the shipping company or donated.

Milliken

A textile and chemical manufacturing company, Milliken is dedicated to being an eco-friendly company. Since 1990, Milliken has had an environmental policy in place that it hopes will lead the company to zero waste generation, according to the company's website. Currently, 43 of Milliken's manufacturing sites send no waste to landfills and less than 1 percent of the company's solid waste was taken to a landfill in 2006.

To ensure its dedication to sustainability, Milliken has initiatives in place to reduce, reuse, and recycle. The company's website states that it was the first textile manufacturer in the United States to eliminate chlorinated solvents and has worked to reduce the consumption of CFCs. The Earthwise Innovations program assists customers reuse carpet tiles—by cleaning, retexturing, and re-styling—instead of disposing of the carpeting. Also, Milliken converts coal ash into building

materials and wastewater treatment biosolids into fuel.

For all this work, Milliken has received numerous awards throughout the years, including more recently, the Business Recycling Award, Upstate Forever Environmental Innovation Award, and the Best Environmental Performance Award.

MTS

MTS Seating is concerned about the impact of its manufacturing on the environment, according to the company website. The SynerGreen program was started to address these concerns and implement eco-friendly practices.

When considering product content, MTS strives to reuse and recycle materials; steel includes more than 20 percent post-consumer and post-industrial recycled material, hybrid foam is used for padding in chairs, all stains and finishes are water-based and avoid the release of solvents into the environment.

The MTS website also provides information to consumers on how to recycle furniture purchased from the company. First, MTS suggests donation, but if it is not possible, the frame, wood component, foam, and upholstery are all recyclable. Directions for how to disassemble the product can be found on the website as well.

In addition, MTS received the Environmental and Energy Conservation Award for impact energy management in 2007 and is in the process of testing indoor air quality to receive the GREENGUARD certification.

PS Furniture

PS Furniture, formerly Palmer Snyder, is making strides toward sustainability. The company was officially named a member of the Green Business Alliance in July 2008. To achieve this, PS Furniture had to implement certain sustainable criteria to daily operations, including copying, printing, and energy use.

As college administrators look to create more sustainable campuses, implementing green building practices is becoming more prevalent. The desire to reach LEED certification can be found in both new and recently renovated college unions.

When Richard Stockton College of New Jersey broke ground this year on the new College Center, a decision was made to go green. But this wasn't the first commitment the college had made to sustainability.

"Stockton has always been a leader in green technology and has had a philosophy of being environmentally friendly since our first buildings were constructed in 1971-72," said Craig Stambaugh, director.

In 1994, Richard Stockton College completed construction of the then-largest working geothermal well system in the United States, which heats and cools the main academic complex to this day.

Additionally, President Herman J. Saatkamp Jr. signed the American College and University President's Climate Commitment recently.

"Our students, staff, and administration are all behind promoting a green-focused institution," Stambaugh said.

Building a green union

Due to the strain put on current facilities by increased enrollment at the college, Richard Stockton College decided to build a new college union. And following the campus's sustainability commitment, it was decided that the building should strive for LEED certification, meaning it would embrace a variety of green aspects.

"Green technology benefits everyone, and the benefits increase as time moves on and resources become scarcer," Stambaugh said.

Sustainable aspects of the new building include geothermal heating and cooling, automated lighting, and a rainwater recharge system that will reduce, and possibly eliminate, the need for landscape sprinklers, Stambaugh said.

Going for GREEN

New and renovated college unions



ions strive for LEED certification



photo by Richard Mandelkorn

baugh said.

The recent economic strain has not made sticking to green easy.

"Budget cuts in New Jersey have been troublesome," Stambaugh said. "While we are not using state funding for this particular project, the cuts have placed limitations on the college's budget, which in turn places limitations on increasing our fees."

But while the sustainable aspects of the building may make it more expensive, Stambaugh sees the brighter side.

"Green is always more expensive with the initial startup," he said. "We hope to gain ground as time goes on. In the long run, it should be less expensive."

January 2011 is the anticipated completion date for the College Center. Currently, it is hoped the building will achieve LEED Silver standards, but it stands a chance of reaching Gold. And even after the building opens, Stambaugh believes the green message continues.

"We are going to use mandated scrolling energy-use messaging," he said. "And we will develop a Campus Center Advisory Board to address building uses and conservation ideas."

University of Missouri-Kansas City

Next year, the University of Missouri-Kansas City construction on a

new union, green union.

"Our building is very old," said Jody Jefferies, director. "When the union was built, the residential population was only 3,000 students; that has grown considerably today."

In 2007, the students passed a referendum for a student fee that will fund the construction; this fee will not be assessed to students until the new union opens in 2010. However, the students wanted to be sure that it would be a sustainable building.

"The decision to go green was a collaboration between active students and the sustainability team on campus," said Jody Jefferies, director. "It was truly a grass roots effort for sure."

Since the building is still the design and development stage, it is not set in stone which level of LEED that building may be able to achieve; however, Jefferies believes it will be at least a Silver.

Some aspects that are slated for incorporation include a greenroof; use of natural landscape; water-efficient fixtures; daylighting; and storm water collection.

And the architect firm contracted to do the build even has a green construction trailer on campus.

Vanderbilt University

Jack Davis, Commons Center director at Vanderbilt University, knows

what it is like to do a green build. In 2007, when the union first opened, it was given the LEED Silver designation. At the time, the Commons Center was one of the only LEED-certified buildings in Tennessee.

"The main initiative to go green was pushed by SPEAR, our environmental student organization on campus," Davis said.

Additional work with SPEAR and the "Think Gold, Act Green" campaign after the building first opened allowed the Commons Center to advance to LEED Gold.

Some sustainable aspects of the union include:

- Waterless urinals
- Dual flush toilets
- Roof made from recyclable materials
- Solar shades that automatically sense sunlight and close accordingly to keep out heat
- Recycle rainwater
- Dining services compost
- No to-go containers in dining areas; all food is served on china

"We also made sure that the design allowed for light; it is extremely open," Davis said.

Additionally, touch screens located in the building walk visitors through its eco-friendly aspects.

"We have signage everywhere that tells about all the green aspects of the building," Davis said.

As students were the driving force behind the green building, they are also the ones who continually have new ideas.

"They are pushing us in this direction," Davis said. "They ask for us to recycle glass, and then ask for us to do ink cartridge recycling. These sorts of things are second nature to them."

Davis especially believes this of the younger students who have "come





to expect" that sustainable initiatives like these are pursued by institutions.

"The younger the students are, the more they understand," he said. "Even three or four years ago, students didn't have the education about sustainability that they do today."

University of Wisconsin—River Falls

Much like at Vanderbilt University, students at the University of Wisconsin—River Falls wanted to ensure that a new building on campus meant a green building on campus.

"What germinated as a seed of an idea several years ago by two Earth Consciousness Organization members, ... has turned into a new University Center incorporating green and sustainable design principles," states the university's website.

Upon its opening in January 2007, tours of the new University Center were conducted to show off some of the sustainable features. The building's design not only features local, natural materials, but also has a white roof that reflects sunlight and helps decrease cooling bills, according to the university website.

Other features of the building include:

- Reduction of outside light pollution by using low-impact lighting
- Water-efficient landscaping
- Heat-recovery system
- On-site recycling
- Use of environmentally friendly cleaning products

Also, a "green kiosk" provides a learning opportunity as it measures energy and water consumption and gives updates about room temperatures and carbon dioxide levels, states the university's website.

"Thanks to the vision and determination of university leaders, and particularly our students, the University Center will serve as a model for bringing people together to learn, collaborate, create, and enjoy," University Chancellor Don Betz said in a university press release. "It will also be a tangible example of University of Wisconsin—River Fall's commitment to sustainability and to being good stewards of our resources. This is a defining moment in the 133-year history of this distinguished institution."

Seattle University

In 2002, Seattle University completed the Student Center, which achieved LEED Silver certification. The university's website details the aspects of the building and construction process that helped it reach this distinction. First, the site for the new building was on previously developed land as opposed to a more eco-sensitive site. Also, the location provided alternative transportation options and features added to the building—such as showers and bike rack—supported this option.

During construction, 18 percent of waste was recycled or salvaged, states the website; and many materials used for building were from local suppliers. Additionally, low-emitting paints, sealants, adhesives, wood, and carpeting were used indoors. This, according to the website, improves the indoor air quality.

Energy was another concern when going green. The Student Center purchases 100 percent of its energy use from renewable wind power through

A touch of green

Changes to the inside and outside of building can boost its sustainability. One change that is growing increasingly popular is adding a green roof. "Basically, greenroofs are vegetated roof covers, with growing media and plants," states greenroofs.com.

In 2005, the University of Central Florida's Student Union underwent a construction project. At the time, the University Department of Environmental Protection was looking for a place to install its second greenroof for research purposes.

"It seemed like a good time to implement something like this," said Suzi Halpin, union director.

The 1,600 sq. ft. greenroof is composed of 75 percent native Florida plants, Arboretum Director Martin Quigley said in a university press release.

As the installation was done primarily for research purposes, only half of it is green in order to obtain comparative data.

Halpin is pleased with the benefits the union receives.

"It provides us with reduced energy costs," she said. "Also, it is turning the union into a learning lab."

But most importantly, it sends a message about the union.

"It is a visual message that we are willing to be leaders in this type of project," Halpin said.

New Jersey Institute of Technology also installed a greenroof on its union five years ago.

"We wanted to be more ecologically friendly, and it would help us save money in the long run," said Donna Minnich, director.

The majority of the plant life on the roof is a sustaining, perennial grass native to the area. In addition to the plants, solar panels are also installed on the roof.

"It is a quiet place for students to sit and talk," Minnich said. "It is just a nice, quiet space in the middle of a city."

Going for LEED

The United States Green Building Council (USGBC) established the Leadership in Energy and Environmental Design (LEED) to certify sustainable building. LEED may be applied to new construction, existing buildings, commercial interiors, retail, and core and shell, according to USGBC website. The certification process assesses five aspects of the building: site planning, water management, energy, material use, and indoor air quality.

Different levels of LEED certification are achieved by earning a set number of points. LEED offers certification on four levels: LEED Certified (26-32 points), LEED Silver (33-38 points), LEED Gold (39-51 points), and LEED Platinum (52-69 points). However, this point system is from a version of LEED created in 2000.

Currently, the USGBC is in the processes of implementing a new version. LEED 2009 will go live in March. "LEED 2009 resets the bar for green building leadership because the urgency of our mission has challenged the industry to move faster and reach further than ever before," said Rick Fedrizzi, CEO and founder of USGBC. Additionally, the LEED certifications will be done through an independent, third-party

"All of the requirements were updated, and there is a stronger focus on energy efficiency," said Paula, Perkins+Will. "The credits are also weighted differently to encourage optimal energy use."

Paula believes that higher education is the perfect fit for LEED certifications.

"Universities tend to have a large number of buildings that they keep for a long time," she said. "Green buildings last longer and are more durable—exactly what colleges are looking for. It is a natural fit."

For more information on LEED, visit the USGBC website:
<http://www.usgbc.org>

a local energy company. And in 2005, an additional energy-saving feature was added to the building.

Students in the mechanical engineering program, along with Student Center facility services and Seattle City Light, installed three solar arrays on and around the union. To date, according to a tracking system on the Seattle City Light website, the solar arrays have reduced 17,469 pounds of carbon dioxide, which is enough to power 280 homes for one day or make 530,595 cups of coffee.

University of Colorado—Boulder

Buildings do not have to brand new to be considered green. LEED offers certifications for existing buildings as well as retail and commercial interiors. And in 2002, the Memorial Center at the University of Colorado—Boulder earned LEED Silver after its renovation and addition project.

"We're very pleased and honored that the Memorial Center is the university's first LEED-certified building," Carlos Garcia, director, said in a university press release. "Environmentally sustainable design was a goal of the expansion and renovation project from the beginning. It is wonderful to see this goal recognized."

Not only was the Memorial Center deemed green upon completion, but also sustainable practices were used throughout the construction period. More than 1.2 million pounds of potential waste from the demolition was either reused or recycled, such as bricks, concrete, copper, and steel, reports the University of Colorado Environmental Center. Recycled and sustainable materials such as bamboo flooring are used throughout the building.

Other green features include extensive use of compact fluorescent light bulbs; use of nontoxic, eco-friendly cleaning products; native plants used in landscaping; 89 percent recycling diversion rate; daylighting throughout building; and it is powered by 100 percent renewable wind energy, reports the Environmental Center.

Planning to go green

A green build brings up a whole new set of issues when it comes to design, construction, and all the other details. David Damon, Perkins+Will, gives the following tips on going green:

- 1. Agree on the sustainable goals from the beginning:** "The goals could be strictly LEED-based, they could be based on fiscal savings, they could be based on social responsibility—or they could be a combo of everything. The advantage to outlining your goals is to keep them as benchmarks as the project goes through its phases ... and to ensure that the goals are not lost through cost reduction."
- 2. Establish a campus committee that will champion sustainability.** "Without a champion, dreams die."
- 3. Determine early if the project will pursue LEED certification.** "Similar to establishing goals, you want LEED and sustainability to be integrated seamlessly from Day 1, not applied like a band-aid."
- 4. Ensure that the entire consulting team is on board.** "Each successful project requires the best minds at the beginning."
- 5. Review and challenge campus standards.** "Old habits die hard. Use new projects as a catalyst to leverage improvements at a campus-wide scale."
- 6. Challenge your paradigms.** "Sustainable design excels when we are not limited by status quo, simply meeting expectations. We need innovative solutions that can become common place and continually expand our view of possibilities, and in turn, change the marketplace."
- 7. Find funding sources.** "Many states offer funding sources for either sustainable design studies or for products and systems. Tap into your resources."



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